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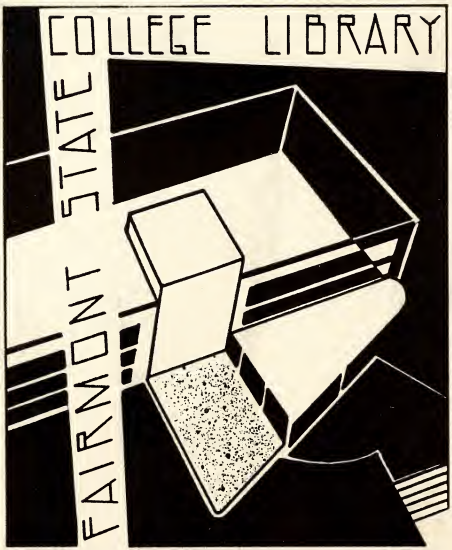
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# Catalogue 1900-1901

OF

# THE STATE NORMAL SCHOOL

AT FAIRMONT, W. VA.

## Announcements 1901-1902.

WHEELING NEWS LITHO CO

The Fairmont State Normal School.

THIRTY-SECOND ANNUAL CATALOGUE

OF THE

# STATE NORMAL SCHOOL,

AT

## FAIRMONT, W. VA.

FOR THE

## School Year Ending June 21, 1901

AND

Circular for 1901-1902.

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WHEELING NEWS LITHO. CO.
WHEELING, W. VA.
1901.

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# Calendar for 1901-1902.

### Fall Term.

Tuesday, September 10th, 1891.....Enrollment of Students.
Wednesday, September 11th, 1901.....Term begins.
Friday, December 20th, 1901.....Term ends.
Holiday Vacation begins December 21st, 1901, and ends January 4th, 1902.

### Winter Term.

Monday, January 6th, 1902.....Enrollment of Students.
Monday, January 6th, 1902.....Term begins.
Friday, March 21st, 1902.....Term ends.

### Spring Term.

Monday, March 24th, 1902.....Enrollment of Students.
Tuesday, March 25th, 1902.....Term begins.
Monday, June 23rd, 1902.....Commencement.

### Closing Exercises—June, 1901.

Thursday, June 13th, 8 P. M....Alexander Prize Oratorical Contest.
Friday, June 14th, 8 P. M.....Alexander Prize Recitation Contest.
Saturday, June 15th, 8 P. M.....Junior Class Exercises.
Sunday, June 16th, 10:45.....Baccalaureate Sermon.

Rev. Peregrine Wroth, Baltimore, Md.

Monday, June 17th, 8 P. M.....Musical Recital.
Tuesday, June 18th, 8 P. M.....Inter-Society Contest.
Wednesday, June 18th, 8 P. M.....A Midsummer Night's Dream, Given by the Department of Elocution.
Thursday, June 20th, 10 A. M.....Class Day Exercises.
Thursday, June 20th, 8 P. M.....Alumni Reunion and Banquet.
Friday, June 21st, 9 A. M.....Commencement.

39496

# Normal School Officers.

## Board of Regents.

HON. J. R. TROTTER,* . . . . . Charleston
State Superintendent of Free Schools and
Ex-Officio President of Board.

HON. HARVEY W. HARMER,** . . . . . Clarksburg.
First Congressional District.

HON. STUART H. BOWMAN,** . . . . . Philippi.
Second Congressional District.

HON. ROBERT S. CARR,** . . . . . .Charleston.
Third Congressional District.

HON. WAITMAN BARBE,** . . . . . Parkersburg.
Fourth Congressional District.

HON. THOMAS C. MILLER,*** . . . . . Charleston.
State Superintendent of Schools and Ex-Officio
President of Board.

HON. HERSCHEL C. OGDEN,**** . . . . . Wheeling.

HON. IRA E. ROBINSON,**** . . . . . Grafton.

HON. HARRY L. SNYDER,**** . . . . Shepherdstown.

HON. W. M. STRAUSS,**** . . . . . Parkersburg.

HON. C. W. MAY,**** . . . . . Hamlin.

HON. E. L. DUNN,**** . . . . Red Sulphur Springs.

## Executive Committee.

DR. J. H. BROWNFIELD, Chairman.

JOSEPH E. SANDS, Esq., Treasurer.

W. S. MEREDITH, Esq.

* Term expired March 4th, 1901.
** Term expired June 1st, 1901.
*** Term began March 4th, 1901.
****Term began June 1st, 1901.

FACULTY.

1.—J. WALTER BARNES, Principal.
2.—MISS ELIZABETH M. BUSSING.
3.—MRS. M. H. GARDINER.
4.—M. C. LOUGH,
5.—T. J. HUMPHREY.
6.—MISS MAUDE POTTS.
7.—W. C. MILLER.
8.—C. W. WADDELL.
9.—J. H. BOWERS.

# Faculty.

JAMES WALTER BARNES, A. M., Principal,
Psychology, Pedagogy, Ethics, and Logic.

MYRON CARLETON LOUGH, A. M.,
Civics, Economics and French.

MABEL HENSHAW GARDINER,
History and English.

THOMAS JACKSON HUMPHREY,
Mathematics.

WILLIAM CURTIS MILLER, B. L.,
Science and German.

ALICE MAUDE POTTS,
English and Mathematics.

CHARLES WALTER WADDELL, A. B.,
Greek and Latin.

JOHN HUGH BOWERS, LL. B.,
English and Mathematics.

ELLA M. FORDYCE,
Music.

ELIZABETH MODESTA BUSSING,
Elocution and Oratory.

# Fairmont State Normal School.

## Enrollment of Students 1900-1901.

### NORMAL COURSE—POST GRADUATES.

| Name. | Address. | Months Taught. |
|---|---|---|
| Reinheimer, Clara, | Fairmont, Marion | 21 |
| Dawson, Lewis D., | Fairmont, Marion | 28 |

### SENIOR CLASS.

#### Ladies (3).

| | | |
|---|---|---|
| Amos, Elsie O., | Fairmont, Marion | .. |
| Eliason, Addie, | Fairmont, Marion | .. |
| Lough, Zoe, | Fairmont, Marion | .. |

#### Gentlemen (6).

| | | |
|---|---|---|
| Bond, Charles Martin, | Horton, Randolph | 10 |
| Brown, W. Scott, | Berkeley Springs, Morgan | 15 |
| Gibson, Ira C., | Fairmont, Marion | 25 |
| Hayhurst, Leman H. , | Pullman, Ritchie | 27 |
| Ladwig, Otto W., | West Milford, Harrison | 26 |
| Prichard, J. Guy, | Rivesville, Marion | 10 |

### THIRD YEAR CLASS—JUNIOR CLASS.

#### Ladies (4).

| | | |
|---|---|---|
| Binns, Josie, | Fairmont, Marion | .. |
| Chenoweth, Willa L., | Grafton, Taylor | 24 |
| Eliason, Amie Ermine, | Fairmont, Marion | 26 |
| Ice, Byrd, Graysflat, | Marion | 15 |

#### Gentlemen (5).

| | | |
|---|---|---|
| Barbe, G. C. Hall, | Barbour | 13 |
| Bond, J. Calvin, | Horton, Randolph | .. |
| Hall, Hugh R., | Pullman, Ritchie | 5 |
| Nestor, Silas James, | Hovatter, Tucker | 26 |
| Wells, George R., | Fairmont, Marion | 8 |

## SECOND YEAR CLASS.

### Ladies (43).

| Name. | Address. | Months Taught. |
|---|---|---|
| Abbott, Alice, | Fairmont, Marion | .. |
| Belle, Lottie Irene, | Fairmont, Marion | .. |
| Crow, Rena, | Glen Easton, Marshall | .. |
| Collins, Elva, | Fairmont, Marion | .. |
| Coffman, Cora E., | Dola, Harrison | .. |
| Crim, Ethel R., | Fairmont, Marion | .. |
| Cleaver, Agnes, | Reedsville, Preston | 30 |
| Charter, Jessie, | Knight, Doddridge | 15 |
| Day, Madge Louise, | Seymoursville, Grant | 15 |
| Fetty, Kate, | Hagans, Monongalia | .. |
| Fortney, Ora, | Fairmont, Marion | .. |
| Garrett, Emma G., | Simpson, Taylor | 5 |
| Hiatt, Jessie H., | Fairmont, Marion | .. |
| Hiatt, Willa, | Fairmont, Marion | .. |
| Hess, Lelia G., | Fairmont, Marion | .. |
| Harris, Letha, | Knoxville, Marshall | .. |
| Hutson, Stella Delle, | Oakland, Garrett Co., Md | .. |
| Harris, Della, | Knoxville, Marshall | 19 |
| Heck, Ida Blanche, | Rivesville, Marion | 5 |
| Ice, Jessie, | Graysflat, Marion | .. |
| Jones, Reno, | Rivesville, Marion | 14 |
| Knapp, Effie Margaret, | Fairmont Marion | 10 |
| Kinsey, Ora Blanche, | Fairmont, Marion | .. |
| Lewis, Eunice, | Aberdeen, Upshur | 20 |
| Lang, Ella M., | Bridgeport, Harrison | 6 |
| Lake, Iva, | Philippi, Barbour | 5 |
| Martin, Elizabeth M., | Randall, Monongalia | 25 |
| McKinney, Rose, | Fairmont, Marion | .. |
| Michael, Grace, | Fairmont, Marion | 10 |
| McCuskey, Ora May, | Cameron, Marshall | 6 |
| Morris, Jessie Blanche, | Eldora, Marion | 5 |
| Murphy, Cora J., | Fairmont, Marion | 5 |
| Prichard, M. Dorcas, | Rivesville, Marion | 5 |
| Prickett, Sinda, | Fairmont, Marion | 5 |
| Riggs, Naomi, | Adlai, Pleasants | 10 |
| Riggs, Luanna, | Adlai, Pleasants | 16 |
| Reinheimer | Anna Blanche, Fairmont, Marion | .. |
| Reinheimer, | Clara May, Fairmont, Marion | .. |
| Reese, Frances, | Valley Falls, Taylor | 32 |
| Swiger, Delphia, | Jimtown, Harrison | .. |
| Smith, Una Alverda, | West Union, Doddridge | 15 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Taylor, Mattie, | Bridgeport, Harrison | 16 |
| Wilson, Clara, | Fairmont, Marion | 15 |

**Gentlemen (32).**

| | | |
|---|---|---|
| Criss, H. L., | Mannington, Marion | 5 |
| Dean, H. H., | Sutton, Braxton | 8 |
| Dadisman, Ira L., | Hall, Barbour | 31 |
| Garee, Earl W., | Canfield, Braxton | 10 |
| Giles, W. A., | Ridgedale, Monongalia | .. |
| Harr, Warren, | Buena, Tucker | 15 |
| Johnston, Charles M., | Hundred, Wetzel | 26 |
| Kern, Albert J., | Fairmont, Marion | .. |
| Keisler, J. Claude, | Upper Tract, Pendleton | .. |
| Lawler, Wm. A., | McGee, Taylor | 5 |
| Lewis, R. W., | Aberdeen, Upshur | 5 |
| Linger, M. L. B., | Vandalia, Lewis | 20 |
| Lawman, Perry S., | Aberdeen, Upshur | 15 |
| Musgrave, Gilbert H., | Logansport, Marion | .. |
| Moats, Christopher Columbus, | Nicklow, Barbour | 10 |
| Musgrove, William O., | Frisco, Marion | 12 |
| Mason, D. B., | Powell, Taylor | 15 |
| Moore, Thomas C., | Elkins, Randolph | 47 |
| Morrison, Lewis French, | Stewartstown, Monongalia | 5 |
| Newlon, Thamar, | Simpson, Taylor | 10 |
| Post, Clarence, | Jarvisville, Harrison | 5 |
| Prunty, Sylvester O., | Oxford, Ritchie | 10 |
| Peterson, Verd, | Weston, Lewis | 15 |
| Pierson, J. Roy, | Byrne, Braxton | 5 |
| Rinehart, Archie, | Board Tree, Marshall | .. |
| Robinson, J. C., | Craigmore, Harrison | 10 |
| Simmons, Walter, | Churchville, Lewis | 21 |
| Shroyer, Andrew Frederick, | Kasson, Barbour | 15 |
| Taylor, Blake, | Orlena, Randolph | .. |
| Wyatt, George W., | Alpena, Randolph | 20 |

**FIRST YEAR CLASS.**

**Ladies (103).**

| | | |
|---|---|---|
| Arnett, Ora Belle, | Fairmont, Marion | .. |
| Bonnell, Mamie E., | West Milford, Harrison | 5 |
| Bunner, Effie J., | Fairmont, Marion | 10 |
| Briggs, Lucy H., | Hall's Mills, Wetzel | 7 |
| Bartlett, Myrtle, | Pruntytown, Taylor | 4 |
| Bartlett, Violet, | Simpson, Taylor | 15 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Beall, Anna Benitha, | Barrackville, Marion | .. |
| Barger, Gussie, | Petersburg, Grant | 6 |
| Corbin, Mabel S., | Watson, Marion | .. |
| Curry, Mabel, Eldora, | Marion | .. |
| Crim, Ethel Rae, | Fairmont, Marion | .. |
| Clayton, Irene, | Lawford, Ritchie | 12 |
| Corley, M. Myrtle, | Laurel, Barbour | .. |
| Conaway, Georgia, | Barrackville, Marion | .. |
| Conaway, Nellie J., | Barracksville, Marion | .. |
| Davis, Elsie V., | Mannington, Marion | .. |
| Davis, Nellie, | Fairmont, Marion | .. |
| Dent, Jessie Dee, | Fairmont, Marion | .. |
| Dayton, Sallie Frances, | Knobley, Mineral | 25 |
| Davis, May, Festus, | Marion | 7 |
| Davis, Gypsy Jo, | Fairmont, Marion | .. |
| Flick, Lyda C., | Reese's Mill, Mineral | 5 |
| Fair, Georgia E., | Adaline, Marshall | .. |
| Gaskill, Jennie, | Montana Mines, Marion | .. |
| Glasscock, Lora May, | Barrackville, Marion | .. |
| Gough, Abba, | Fairmont, Marion | .. |
| Garrett, Sallie C., | Meadowbrook, Harrison | .. |
| Gwynn, Gilla, | Frisco, Marion | .. |
| Gandy, Iva, Virginia, | Independence, Preston | 7 |
| Gandy, Mary A., | Independence, Preston | 20 |
| Greene, Loma, | Mannington, Marion | 5 |
| Glover, Anna Frances, | Burton, Wetzel | 6 |
| Hawkins, Dessie, | Fairmont, Marion | .. |
| Hardesty, Florence, | Lumberport, Harrison | .. |
| Hayhurst, S. Iva, | Colfax, Marion | 10 |
| Helms, Mary, | Tyrconnell, Taylor | 20 |
| Harr, Mamie L., | Fairmont, Marion | .. |
| Hamlin, Nan C., | Wilson, Grant | 20 |
| Hawkins, Isa E., | Fairmont, Marion | .. |
| Halderman, Allie May, | Jarvisville, Harrison | .. |
| Hoffman, Sadie F., | Belton, Marshall | .. |
| Hollobaugh, Catherine, | Glover Gap, Marion | 5 |
| Ice, Stella Pearl, | Barrackville, Marion | .. |
| Johnson, Agnes, | Jayenne, Marion | .. |
| Janes, Hattie B., | Shinnston, Harrison | .. |
| Janes, Hallie N., | Shinnston, Harrison | .. |
| Kyle, Emma, | Clarksburg, Harrison | .. |
| Kyle, Gladys, | Clarksburg, Harrison | 5 |
| Levelle, Mary, | Fairmont, Marion | .. |

| Name. | Address. | Months Taught. |
|---|---|---|
| Lodge, Kate, | Bridgeport, Harrison | .. |
| Lodge, Fannie Ellen, | Bridgeport, Harrison | .. |
| Little, Mary E., | Benton's Ferry, Marion | .. |
| Lyon, Madge, Sedalia, | Doddridge | .. |
| Liming, Jessie Anna, | Charlotte, Monongalia | .. |
| Morrison, Arizona Dey, | Stewartstown, Monongalia | 1 |
| Morris, Sallie E., Anita, | Marion | .. |
| Mason, Maude May, | Monongah, Marion | 5 |
| Michael, Ella, | Fairmont, Marion | .. |
| Meadors, Clyde, | Fairmont, Marion | .. |
| McDonald, Grace, | Fairmont, Marion | .. |
| Menear, Edna, | Fairmont, Marion | .. |
| Manley, Jessie Blanche, | Monongah, Marion | .. |
| Nixon, Nora, Eldora, | Marion | .. |
| Pople, Bertha, | Fairmont, Marion | .. |
| Perine, Blanche, Jarvisville, | Harrison | .. |
| Prickett, Edith, | Rivesville, Marion | 2 |
| Prickett, Stella Maude, | Fairmont, Marion | .. |
| Robinson, Maggie May, | Barrackville, Marion | .. |
| Robinson, Mary Kate, | Barrackville, Marion | .. |
| Rittenhouse, Flora, Dola, | Harrison | .. |
| Reeves, Linnie, | Bairmont, Marion | .. |
| Shackleford, Blanche, | Monongah, Marion | .. |
| Straight, Dorothy Ice, | Barrackville, Marion | .. |
| Satterfield, Elsie, | Fairmont, Marion | .. |
| Sharpes, Margaret Lelia, | Fairmont, Marion | .. |
| Shriver, Ora B., | Forksburg, Marion | .. |
| Stout, Hortense, | Fairmont, Marion | .. |
| Stout, Nellie Naoma, | Fairmont, Marion | .. |
| Stout, Elia Etta, | Fairmont, Marion | .. |
| Straight, Jessie, | Barrackville, Marion | .. |
| Smith, Alta, Graysflat, | Marion | .. |
| Sturm, Sybil B., | Enterprise, Harrison | 1 |
| Simpson, Essie, | Barrackville, Marion | .. |
| Stanley, Maggie, Bunners, | Marion | 5 |
| Satterfield, Anna Jane, | Fairmont, Marion | .. |
| Satterfield, Nellie, | Fairmont, Marion | 10 |
| Thomas, Mrs. Sara, | Fairmont, Marion | .. |
| Travis, Gladys E., | Fairmont, Marion | .. |
| Thomas, Bessie Gaynell, | Mannington, Marion | .. |
| Tetrick, Della Pearl, | Sturm's Mills, Marion | 5 |
| Toothman, A. May, | Barrackville, Marion | 25 |
| Traugh, Frona, | Watson, Marion | .. |

| Name. | Address. | Months Taught. |
|---|---|---|
| Taylor, Anna S., | Petersburg, Grant | 5 |
| Tetrick, Dona B., | Enterprise, Harrison | .. |
| VanCamp, Ida Edna, | New Martinsville, Wetzel | 10 |
| Wilson, Leol Christia, | Amos, Marion | .. |
| Waters, Louise, | Fairmont, Marion | .. |
| Willfong, Ethel R., | Fairmont, Marion | .. |
| Wilson, Mrs. Bertha, | Watson, Marion | .. |
| Wilson, Cloe, | Upton, Marion | .. |
| White, Mary, | Edmiston, Lewis | 15 |

**Gentlemen (89).**

| | | |
|---|---|---|
| Burnside, Guy Herrman, | West Milford, Harrison | .. |
| Barnes, Walter, | Sutton, Braxton | 15 |
| Bartlett, Claude B., | Mannington, Marion | .. |
| Bartlett, Charles, | Prospect Valley, Harrison | .. |
| Bailey, Robert G., | Mineral, Harrison | .. |
| Beatty, James C., | Metz, Harrison | 5 |
| Bowers, Lloyd, | Brushy Run, Pendleton | .. |
| Boord, Lawrence, | Festus, Marion | .. |
| Curry, George Manley, | Eldora, Marion | .. |
| Carter, David J., | Marshville, Harrison | .. |
| Cosner, Oscar A., | Maysville, Grant | 5 |
| Compton, G. A., | Nicklow, Barbour | 9 |
| Donley, James Patrick, | Mount Morris, Greene Co., Pa | .. |
| Garrett, S. Rozzle, | Meadow Brook, Harrison | .. |
| Garrett, R. E., | Meadow Brook, Harrison | .. |
| Griffin, Orval, | Enterprise, Harrison | .. |
| Chiles, E. Harvey, | Fairmont, Marion | .. |
| Caldwell, Harry G., | Monongah, Marion | .. |
| Cottrill, W. Harvey, | Wolf Summit, Harrison | .. |
| Curry, Seldon, | Dunnington, Jackson | .. |
| Currey, Leonidas T., | Magee, Taylor | .. |
| Colter, Edward, | Newville, Braxton | 12 |
| Danser, Orton Elliott, | Fairmont, Marion | .. |
| Douglass, Okey J., | Elk City, Barbour | .. |
| Davis, Gerald X., | Amos, Marion | .. |
| Davis, Charles S., | Worthington, Marion | 5 |
| Davison, Floris, | Lost Creek, Harrison | 15 |
| Feather, Dana Wilbur, | Lenox, Preston | .. |
| Foreman, George R., | Claude, Barbour | .. |
| Fearer, C. Venne, | Hoodsville, Marion | .. |
| Fast, H. O., | Herold, Braxton | 17 |
| Harr, Ola Z., | Buena, Tucker | .. |
| Hiser, Floyd, | Pansy, Grant | 10 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Haslacker, A. B., | Maysville, Grant | 15 |
| Hess, James E., | Worthington, Marion | 10 |
| Higgs, Cyrus C., | Monongah, Marion | .. |
| Hall, Clark Leslie, | Charlotte, Monongalia | .. |
| Hedrick, Albert, | Horton, Randolph | .. |
| Irons, Willis H., | Colfax, Marion | 5 |
| Knapp, Ulysses A., | Fairmont, Marion | .. |
| Kennedy, William M., | Fairmont, Marion | .. |
| Kennedy, James E., | Hagans, Monongalia | 10 |
| King, Page, Anita, | Marion | .. |
| Lemley, J. G., | Rivesville, Marion | .. |
| Lemley, Fred Lee, | Rivesville, Marion | .. |
| Means, Earl C., | Fairmont, Marion | .. |
| McMillan, Guy Austin, Alpha, | Tyler | .. |
| Musgrove, Charlie Ross, | Rivesville, Marion | 5 |
| Musgrove, Andrew R., | Frisco, Marion | .. |
| Musbrave, Laurence, | Hoodsville, Marion | .. |
| Morgan, William P., | West Milford, Harrison | .. |
| Martin, Ray, | Shinnston, Harrison | .. |
| Metheny, Willie Riley, | Mannington, Marion | 10 |
| Murray, Orval, | Seven Pines, Marion | .. |
| Moran, William Coleman, | Fr,scoi Marion | 5 |
| Prunty, Shirley, | Berea, Ritchie | .. |
| Prunty, Okey J., | Berea, Ritchie | 5 |
| Price, Thomas Fleming, | Clinton Furnace, Monongalia | .. |
| Pigott, James E., | Farmington, Marion | .. |
| Post, Claide, | Rural Dale, Upshur | .. |
| Post, Orestes, | Rural Dale, Upshur | .. |
| Perine, Wilbur, | Jarvisville, Harrison | .. |
| Parks, C. H., | Philippi, Barbour | 10 |
| Quill, John David, | Fairmont, Marion | .. |
| Queen, O. P., | Aberdeen, Lewis | .. |
| Reeves, Jacob Walter, | Fairmont, Marion | .. |
| Reed, Willie A., | Fairmont, Marion | .. |
| Riggs, Arlie B., | Mannington, Marion | .. |
| Robinson, Carl Delbert, | Nicklow, Barbour | 15 |
| Randall, Luther Harry, | Shinnston, Harrison | .. |
| Shuttleworth, Sammie A., | Little Falls, Monongalia | .. |
| Skidmore, H. C., | Newville, Braxton | 10 |
| Shaffer, Clare, | Simpson, Taylor | .. |
| Smith, Perry G., | Smithville, Ritchie | .. |
| Steed, Erice S., | Hundred, Wetzel | 22 |
| Stonestreet, Clarence Goodwin, | Shock, Braxton | 5 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Satterfield, Clarence, | Rivesville, Marion | 15 |
| Stinespring, C. F., | Oxford, Doddridge | .. |
| Thomas, Claude A., | Thoburn, Marion | .. |
| Taylor, Eddie M., | Bridgeport, Harrison | .. |
| Tetrick, Howard Wesley, | Shinnston, Harrison | .. |
| Tennant, Clyde, | Center, Monongalia | 10 |
| Thorn, W. B., | Morgantown, Monongalia | .. |
| Williams, Harvey C., | Marshallville, Harrison | .. |
| Wilson, E. C., | Rivesville, Marion | .. |
| Wood, Willie, | Festus, Marion | .. |
| Warner, Flick, | Circleville, Pendleton | 15 |
| Watson, Odar A., | Independence, Preston | 10 |
| Yoho, Hoadley, | Howard, Marshall | 6 |

### ACADEMIC COURSE—THIRD YEAR CLASS.

#### Ladies (2).

| | | |
|---|---|---|
| Odbert, Alberta, | Fairmont, Marion | .. |
| Ramage, Alberta Claire, | Mairmont, Marion | .. |

#### Gentlemen (2).

| | | |
|---|---|---|
| Coughlan, John S., | Berkeley Springs, Morgan | .. |
| Kerr, George Layman, | Fairmont, Marion | .. |

### SECOND YEAR CLASS.

#### Ladies (9).

| | | |
|---|---|---|
| Bartlett, Nettie, | Prospect Valley, Harrison | 10 |
| Greer, Andasier Virginia, | Ripley, Jackson | .. |
| Giffen, Isabelle, | Fairmont, Marion | .. |
| Hess, Edna Lee, | Fairmont, Marion | .. |
| Hickman, Willa Frances, | New Haven, Mason | .. |
| Jackson, Florence, | New Haven, Mason | .. |
| Sterling, Nellie B., | Fairmont, Marion | .. |
| Stirrat, Alice Carolyn, | Fairmont, Marion | .. |
| Stone, Ida Blanche, | Fairmont, Marion | .. |

#### Gentlemen (10).

| | | |
|---|---|---|
| Barnes, Hugh C., | Fairmont, Marion | .. |
| Boord, Simon C., | Fairmont, Marion | .. |
| Corbin, J. Eldon, | Good Hope, Harrison | .. |
| Dougherty, Albert R., | Fairmont, Marion | .. |
| Fleming, George Max, | Fairmont, Marion | .. |
| Garee, Lloyd, | Canfield, Braxton | 20 |
| Mason, John William, | Fairmont, Marion | .. |
| Ramage, Chesney, | McCauley, Fairmont, Marion | .. |
| Shurtliff, Oliver, | Fairmont, Marion | .. |
| Thompson, William Cleveland, | Great Cacapon, Berkeley | .. |

## FIRST YEAR CLASS.

### Ladies (14).

| Name. | Address. | Months Taught. |
|---|---|---|
| Arnett, Ruth, | Fairmont, Marion | .. |
| Boyers, E. Beatrice, | Fairmont, Marion | .. |
| Boydston, Burris, | Fairmont, Marion | .. |
| Brooks, Mary Murvella, | Pennois, Marion | .. |
| Clayton, Flora, | Fairmont, Marion | .. |
| Chesney, Fannie, | Fairmont, Marion | .. |
| Hall, Amy Manley, | Fairmont, Marion | .. |
| Haller, Martha M., | Fairmont, Marion | .. |
| Hall, Belle, | Monongah, Marion | .. |
| Jackson, Janette, | New Haven, Mason | .. |
| Miller, Nellie Grace, | Fairmont, Marion | .. |
| Murphy, Kate, | Fairmont, Marion | .. |
| Nestor, Lula, | Valley Furnace, Barbour | .. |
| Shortridge, Nannie, | Fairmont, Marion | .. |

### Gentlemen (24).

| | | |
|---|---|---|
| Arnett, Wayne W., | Osgood, Monongalia | 5 |
| Butcher, B. L., | Fairmont, Marion | .. |
| Corbin, Archie F., | Fairmont, Marion | .. |
| Carpenter, Carney Cleveland, | Fairmont, Marion | .. |
| Cunningham, Ross H., | Rivesville, Marion | .. |
| Ford, Joseph, | Fairmont, Marion | .. |
| Fortney, Earl, | Fairmont, Marion | .. |
| Holbert, Lawrence G., | Fairmont, Marion | .. |
| Hale, Harley H., | Halleck, Monongalia | .. |
| Linn, Harry Arthur, | Fairmont, Marion | .. |
| Linn, Earl, | Fairmont, Marion | .. |
| McIntire, Cleve, | Alvy, Tyler | .. |
| Meredith, Wayne L., | Fairmont, Marion | .. |
| McCloy, Harry Ray, | Fairmont, Marion | .. |
| Morgan, William P., | West Milford, Harrison | .. |
| Peck, Carl J., | Rivesville, Marion | .. |
| Ruttencutter, Wiley Edward, | Fairmont, Marion | .. |
| Springer, Thurmond F., | Fairmont, Marion | .. |
| Springer, Zadock B., | Fairmont, Marion | .. |
| Swearingen, Earl F., | Fairmont, Marion | .. |
| Smith, George H., | Fairmont, Marion | .. |
| Staggers, Harvey H., | Fairmont, Marion | .. |
| Shortridge, Ernest W., | Fairmont, Marion | .. |
| Frazer, Arthur W., | Monongah, Marion | .. |

## SUMMARY OF ENROLLMENT.

| 1900-1901. | Ladies. | Gentlemen. | Total. |
|---|---|---|---|
| Post Graduates, Normal..... | 1 | 1 | 2 |
| Senior Class, Normal..... | 3 | 6 | 9 |
| Junior Class, Normal..... | 4 | 5 | 9 |
| Second Year Class, Normal..... | 43 | 32 | 75 |
| First Year Class, Normal..... | 103 | 89 | 192 |
| Senior Class, Academic..... | 2 | 2 | 4 |
| Junior Class, Academic..... | 9 | 10 | 19 |
| First Year Class, Academic..... | 14 | 24 | 38 |
| Music, Instrumental..... | 40 | .. | 40 |
| Elocution and Oratory..... | 134 | 57 | 191 |
| Grand total..... | 352 | 226 | 579 |
| Counted more than once..... | 88 | 32 | 120 |
| Total enrollment..... | 265 | 194 | 459 |

Enrollment exclusive of Music and Elocution..... 348

Counties of the State having representatives at the school during the year 1900-1901:

| | |
|---|---|
| Barbour, | Morgan, |
| Berkeley, | Pendleton, |
| Braxton, | Pleasants, |
| Doddridge, | Preston, |
| Grant, | Randolph, |
| Hampshire, | Ritchie, |
| Jackson, | Taylor, |
| Lewis, | Tucker, |
| Marion, | Tyler, |
| Mason, | Upshur, |
| Marshall, | Wetzel, |
| Mineral, | Wood.—25. |
| Monogalia, | . . . . . |

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States represented:
Pennsylvania, Maryland and West Virginia—3.

M. C. Lough's Composition Class and T. J. Humphrey's Composition Class.

# Daily Enrollment of Students and Summary of the Number Graduated.

The number of students enrolled and graduated each year is given below, so far as is shown by the records of the school:

| Enrolled. | Ladies. | Gent. | Total. | Graduated. | Ladies. | Gent. | Toral. | No. who have taught |
|---|---|---|---|---|---|---|---|---|
| 1868-9 | | | 30; | " | ——— | ——— | ——— | |
| 1869-70 | | | 40; | " | ——— | ——— | ——— | |
| 1870-1 | | | 60; | " | ——— | ——— | ——— | |
| 1871-2 | | | 85; | " | 3 | 1 | 4 | |
| 1872-3 | | | 108; | " | 12 | 13 | 25 | |
| 1874-4 | 42 | 58 | 100; | " | 5 | 14 | 19 | |
| 1874-5 | 43 | 109 | 152; | " | 11 | 22 | 33 | |
| 1875-6 | 25 | 80 | 105; | " | 10 | 10 | 20 | |
| 1876-7 | 33 | 106 | 139; | " | 5 | 18 | 23 | |
| 1877-8 | 84 | 137 | 221; | " | 6 | 8 | 14 | |
| 1878-9 | 57 | 133 | 190; | " | 11 | 14 | 25 | |
| 1879-80 | 72 | 77 | 149; | " | 8 | 5 | 13 | |
| 1880-1 | 90 | 92 | 182; | " | 3 | 15 | 18 | |
| 1881-2 | 80 | 138 | 218; | " | 5 | 4 | 9 | |
| 1882-3 | 88 | 117 | 205; | " | 5 | 7 | 12 | |
| 1883-4 | 81 | 119 | 200; | " | 2 | 7 | 9 | |
| 1884-5 | 98 | 109 | 207; | " | 1 | 6 | 7 | 71 |
| 1885-6 | 97 | 133 | 230; | " | 1 | 9 | 10 | 90 |
| 1889-7 | 113 | 145 | 258; | " | 2 | 6 | 8 | 108 |
| 1887-8 | 106 | 162 | 268; | " | 5 | 9 | 14 | 123 |
| 1888-9 | 122 | 175 | 297; | " | 2 | 13 | 15 | 141 |
| 1889-90 | 67 | 165 | 232; | " | 11 | 13 | 24 | 107 |
| 1890-1 | 87 | 170 | 257; | " | 6 | 6 | 12 | 125 |
| 1891-2 | 115 | 145 | 260; | " | 8 | 19 | 27 | 122 |
| 1892-3 | 131 | 151 | 282; | " | 6 | 15 | 21 | 119 |
| 1893-4 | 138 | 191 | 329; | " | 4 | 11 | 15 | 120 |
| 1894-5 | 164 | 199 | 363; | " | 7 | 6 | 13 | 136 |
| 1895-6 | 180 | 202 | 382; | " | 5 | 9 | 14 | 163 |
| 1896-7 | 171 | 209 | 380; | " | 10 | 10 | 20 | 125 |
| 1897-8 | 148 | 206 | *354; | " | 10 | 6 | 16 | 116 |
| 1898-9 | 101 | 184 | 385; | " | 7 | 8 | 17 | 137 |
| 1899-1900 | 221 | 206 | 427; | " | 9 | 22 | 29 | 141 |
| 1900-1 | 265 | 194 | 459; | " | 5 | 8 | 13 | 123 |
| Total | 3116 | 4112 | 7554 | | 185 | 314 | 499 | |

*Stenography and Typewriting was dropped out this year.

## Miscellaneous Statistics.

| | |
|---|---|
| Total number of students since school was established | 7554 |
| Average enrollment each year | 229 |
| Number of graduates—Females 185, males 314; total | 499 |
| Percentage of enrollment who have taught | 40 |
| Percentage of graduates who have taught | 90 |

Enrollment and other data for nine years:

| Year. | Females. | Males. | Total. | Number Taught. | Counties Represented. | Graduates. | Graduates Taught. |
|---|---|---|---|---|---|---|---|
| 1892-3 | 126 | 150 | 276 | 119 | 24 | 21 | 20 |
| 1893-4 | 130 | 185 | 315 | 120 | 25 | 15 | 12 |
| 1894-5 | 153 | 193 | 346 | 136 | 29 | 13 | 10 |
| 1895-6 | 161 | 197 | 358 | 163 | 24 | 14 | 10 |
| 1896-7 | 158 | 205 | 363 | 125 | 25 | 22 | 18 |
| 1897-8 | 138 | 206 | 344 | 116 | 25 | 16 | 12 |
| 1898-9 | 201 | 184 | 385 | 137 | 24 | 17 | 13 |
| 1899-1900 | 221 | 206 | 427 | 141 | 24 | 29 | 19 |
| 1900-1 | 265 | 194 | 459 | 123 | 25 | 13 | 6 |
| Average, | 172 | 191 | 364 | 131 | 25 | 18 | 13 |

# The Functions of the School.

The Normal Schools of West Virginia were created, as the Act establishing them says, "For the instruction and practice of teachers of common schools, in the science and art of teaching."

In order that they may accomplish this object, they must take the lead in the education of the teachers of the State.

They must grow constantly in scholarship, power and influence, so that they may be able to give back to the State strong men and women, well fitted for the work of teaching.

To secure scholarship, there must be good academic training, not such training as will result in knowledge alone, but in power to think as well. To make teachers there must be good professional training which will lead them to study the child, observe the methods of other teachers and direct the reading of professional literature.

The function of the school is to make better teachers, and by so doing raise the standard of the profession, which will react and increase the intelligence of the people. The aim of the school primarily is not to prepare young men and women for college or for general pursuits of life, but to qualify its students for the various phases of public school work.

The object of the free school is to make of the youth of our country honorable and virtuous citizens, and for this work teachers should have special training of head and heart.

The great development of the material resources of our State calls for an increase in the army of trained teachers; teachers for country schools, graded schools and high schools. It is the special function of the Normal School to supply this demand for trained teachers.

There is also an Academic Course of instruction for the purpose of preparing students for the University. Students completing this course enter the University classes without examination.

# Courses of Study.

The following courses of study have been adopted by the Principals of the Normal Schools and approved by the Board of Regents:

## NORMAL COURSE OF STUDY.

**Subjects arranged by Terms—Fall, Winter, and Spring.**

### Preparatory.

| Fall Term. | Winter Term. | Spring Term. |
|---|---|---|
| FALL TERM. | WINTER TERM. | SPRING TERM. |
| Arithmetic | Arithmetic | Arithmetic |
| Geography | Geography | Book-keeping |

### First Year.

| | | |
|---|---|---|
| Arithmetic—Mental. | Algebra | Algebra |
| English | English | English—Reed & Kellogg |
| U. S. History—McMaster | English History | Gen. Hisorty—Swinton |
| Physical Geography | Drawing | Music |
| | | Physiology |

### Second Year.

| | | |
|---|---|---|
| Algebra | Algebra—Wells | Algebra—Wells |
| Grecian History | Roman History | Latin |
| Rhetoric | Rhetoric | Rhetoric |
| Zoölogy | | Geology or Astronomy |
| Latin | Latin | Latin |

### Third Year.

| | | |
|---|---|---|
| Ethics | Economics | |
| Constitution—U. S. and State | | Botany |
| Geometry | Geometry | Geometry |
| Literature—American | Literature—English | Literature—English |
| | | History of Education |
| Latin | Latin | Latin |

### Fourth Year.

| | | |
|---|---|---|
| Psychology | Psychology | Pedagogy |
| Teachers' Tr. Work | Teachers' Tr. Work | Teachers' Tr. Work |
| Trigonometry | Logic | Theory and Practice |

# Normal Course of Study.

## First Year.

| Department. | Subject. | Time. | Text-Books. |
|---|---|---|---|
| Art | Drawing | 1 Term | |
| Art | Music | 1 Term | |
| English | Higher Lessons | 2 Terms | Reed & Kellogg |
| English | Grammar | 1 Term | Reed & Kellogg |
| History | United States | 1 Term | McMaster |
| History | English | 1 Term | Montgomery |
| History | General | 1 Term | Swinton |
| Mathematics | Algebra | 2 Terms | Milne |
| Mathematics | M. Arithmetic | 1 Term | Brooks |
| Science | Phys. Geography | 1 Term | Davis |
| Science | Physiology | 1 Term | Overton |
| | | 13 | |

## Second Year.

| | | | |
|---|---|---|---|
| Mathematics | Algebra | 3 Terms | Milne |
| English | Rhetoric | 3 Terms | Quackenbos |
| History | Grecian | 1 Term | Botsford |
| History | Roman | 1 Term | Morey |
| Science | Zoölogy | 1 Term | Holder |
| Science | Geology or Astronomy | 1 Term | Young |
| Ancient Language | Latin | 3 Terms | Smiley & Storke |
| | | 13 | |

## Third Year.

| | | | |
|---|---|---|---|
| English | Literature | 3 Terms | Halleck, Hawthorne and Lemon |
| Mathematics | Geometry | 3 Terms | Milne |
| Science | Physics | 2 Terms | Avery |
| Science | Botany | 1 Term | Wood |
| Government | Economics | 1 Term | Laughlin |
| Government | Constitution, U. S. and State | 1 Term | |
| Ancient Language | Latin | 3 Terms | |
| Professional | History of Education | 1 Term | Compayre |
| Professional | Ethics. | 1 Term | McKenzie |
| | | 14 | |

**Fourth Year.**

| | | | |
|---|---|---|---|
| Professional | Psychology | 2 Terms | Halleck |
| Professional | Pedagogy | 1 Term | Boyer |
| Professional | Theory and Practice | 1 Term | Page |
| Professional | Logic | 1 Term | Davis |
| Professional | Teachers' Tr. Work | 3 Terms | |
| Mathematics | Trigonometry | 1 Term | Crocket |
| Science | Physics | 2 Terms | Avery |
| Science | Chemistry | 1 Term | Lindsay & Storer |
| | | 12 | |

Orthography and Composition throughout the Course.

Upon those who have completed the full Normal course with an average standing of 80 per cent. and not below 75 per cent. on any one branch, and have been in actual attendance during the entire Third or Fourth Year, the Board of Regents will confer a diploma of graduation in the Normal department. But before any certificate or diploma is granted the principal of the school will be required to certify that those whom he recommends for graduation have fulfilled all the conditions and done all the work required for graduation.

"The entire Third or Fourth Year" shall mean in this connection one full year of three terms at one school.

## Academic Course of Study.

**Subjects arranged by Terms—Fall, Winter, and Spring.**

**Preparatory.**

| Fall Term. | Winter Term. | Spring Term. |
|---|---|---|
| Arithmetic | Arithmetic | Arithmetic |
| Geography | Geography | Book-keeping |
| Grammar | Grammar | Grammar |

**First Year.**

| | | |
|---|---|---|
| Arithmetic—Mental | Algebra | Algebra |
| Higher Lessons in Eng. | Higher Lessons in Eng. | Grammar— |
| Reed & Kellogg | Reed & Kellogg | Reed & Kellogg |
| U. S. History— | English History | General History— |
| McMaster | | Swinon t |
| Physical Geography | Drawing | Music |
| | | Physiology |

**Second Year.**

| | | |
|---|---|---|
| Algebra | Algebra—Wells | Algebra—Wells |
| Latin | Latin | Latin |
| Rhetoric | Rhetoric | Rhetoric |
| Greek History | Roman History | Geology or |
| Zoölogy | | Astronomy |

**Third Year.**

| | | |
|---|---|---|
| Geometry | Geometry | Geometry |
| Greek or German— 1st Year. | Greek or German— 1st Year. | Greek or German— 1st Year. |
| Latin or French | Latin or French | Latin or French |
| Literature | Literature | Literature |
| Civics | | Botany |

**Fourth Year.**

| | | |
|---|---|---|
| Physics | Physics | Chemistry |
| Latin or French | Latin or French | Latin or French |
| Greek or German | Greek or German | Greek or German |
| Trigonometry | Mediaeval History | Modern History |

# Academic Course of Study.

**First Year.**

| Department. | Subject. | Time. | Text-Books. |
|---|---|---|---|
| Department. | Subject. | Time. | Text-Books. |
| English | Higer Lessons | 2 Terms | Reed & Kellogg |
| English | Grammar | 1 Term | Reed & Kellogg |
| Mathematics | Arithmetic—Menta | 1 Term | Brooks |
| Mathematics | Algebra | 2 Terms | Milne |
| History | United Staets | 1 Term | McMaster |
| History | General | 1 Term | |
| History | English | 1 Term | Montgomery |
| Science | Phys. Geography | 1 Term | Davis |
| Science | Physiology | 1 Term | Overton |
| Art | Music | 1 Term | |
| Art | Drawing | 1 Term | |
| | | 13 | |

**Second Year.**

| | | | |
|---|---|---|---|
| English | Rhetoric | 3 Terms | Quackenbos |
| Mathematics | Algebra | 3 Terms | Milne |
| Science | Zoölogy | 1 Term | Holder |
| Science | Geology | 1 Term | LeConte |
| Science | Astronomy | 1 Term | Young |
| History | Grecian | 1 Term | Botsford |
| Ancient Language | Latin | 3 Terms | Smiley & Storke |
| | | 13 | |

**Third Year.**

| | | | |
|---|---|---|---|
| English | Literature | 3 Terms | Halleck, Hawthorn Lemon |
| Mathematics | Geometry | 3 Terms | |
| Government | Civics | 1 Term | Milne |
| Ancient Language | or Greek, 1st Yr | 3 Terms | Willoughby |
| Modern Language | German, 1st Yr. | 3 Terms | White's First |
| Ancient Language | or Latin, 2nd Yr | 3 Terms | Greek Book |
| Modern Language | French, 1st Yr. | 3 Terms | |
| | | 13 | |

**Fourth Year.**

| | | | |
|---|---|---|---|
| Mathematics | Trigonometry | 1 Term | Crockett |
| Ancient Language | or Latin, 3d Yr. | 3 Terms | |
| Modern Language | French, 2nd Yr. | 3 Terms | |
| Ancient Language | or Greek, 2nd Yr | 3 Terms | |
| Modern Language | German, 2nd Yr. | 3 Terms | |
| Science | Physics. | 2 Terms | Avery |
| Science | Chemistry | 1 Term | Storer & Lindsay |
| History | Mediaeval | 1 Term | |
| History | Modern | 1 Term | |

Upon those who have completed the full Academic course with an average standing of 85 per cent. and not below 75 per cent. on any one branch, and have been in actual attendance at the school from which he expects to graduate one full year, which shall be the last or next to the last year of the course, the Board of Regents will confer a diploma of graduation which will admit the holder to the freshman class of the State University. One full year in this connection shall mean one full year of three terms at one school.

## CREDITS AT THE UNIVERSITY.

The Committee on Admission at the University will give credit for work done at the State Normal Schools as follows:

Grammar, 24 weeks; Rhetoric and Composition, 60 weeks—Reed and Kellogg's Higher Lessins in English, and Quackenbos's Rhetoric.

Literature, 24 weeks—Halleck's History of English Literature.

Latin, First Year, 36 weeks; Latin, Second Year, 36 weeks—Four books of Cæsar, and Cicero's First and Second Oration against Cataline; Latin, Third Year, 36 weeks—Cicero's Third and Fourth Orations against Catalaine, and for Archias, and six books of Virgil's Aeneid.

Greek, First Year, 36 weeks—White's Greek Book, and First book of the Anabasis; Greek, Second Year, 36 weeks—Second, Third and Fourth books of the Anabasis, Lysias's Orations, and Homer's Iliad or Odyssey, first three books.

French, First Year, 36 weeks—Elementary Course, 24 weeks; Modern Prose, 12 weeks; French, Second Year, 36 weeks—Nineteenth Century Fiction, 12 weeks; Drama, 12 weeks; Seventeenth Century Drama, 12 weeks.

German, First year, 36 weeks—Elementary German Grammar, Reading of easy Prose; German, Second Year, 36 weeks—Prose and Poetry.

Grecian History, 12 weeks; Roman History, 12 weeks; Modern History, 12 weeks; Mediæval History, 12 weeks; English History, 12 weeks; American History, 12 weeks.

Arithmetic, 12 weeks; Elementary Algebra, 36 weeks; Higher

Senior Class.—The Harvey W. Harmer Class.

tion to education; the mental operations and their conditions, including the intellectual faculties, emotional capacities and actional powers, order and development of faculties. A knowledge of the power of the soul and the modes of mental activity lie at the basis of the teacher's art. The subject of child study has entered into the work, and a special study made of the child mind upon subjects based upon the syllabi as sent out by Clark University. A child study record of some child has also been kept by each member of the class. This work has been very carefully prepared and shows much thought and research. It is recognized that the teacher must know the condition of the pupil's mind as the doctor must know the condition of the patient's body. Students have also been required to work out special subjects in the public schools, as given by entire classes of pupils. It is believed that all good teaching must have as its basis the general laws of mind. These are found only in good works upon Psychology. The text used is Halleck, with constant references to James, Sully, Dewey, Davis, Roark, Hill, Putnam, etc.

**Pedagogics.**

The subject of Pedagogy aims to give a thorough idea of the meaning of education; a brief review of the faculties of the mind; a study of the child, both mind and body; the laws of development and the inferences from them; general laws of mind and teaching; a mastery of the principles underlying good teaching; methods of conducting good teaching, the recitation, etc. Each student is required to teach one class, and criticism upon the teaching is made by teachers and students.

Boyer's Pedagogy is used with reference to White, Putnam, Morgan, Hewitt, Fitche, W. H. Payne, Joseph Payne, etc.

**Ethics.**

The object in teaching this science is to give some idea of the nature, theories and problems of the science as well as to consider the application of the moral and psychological truths to the conduct of the individual.

**History of Education.**

A study of the educational systems and methods of Ancient, Mediæval and Modern nations; a careful inquiry into the lives and theories of the educational reformers; a review of the rise, progress and growth of education in the United States and in our own State. A growth and development of education with respect to the race is considered. A thesis in this branch is also required, giving the life of some educational reformer and his doctrine and what he contributed to the sum total of education.

Algebra, 12 weeks; Plane Geometry, 24 weeks; Solid Geometry, 12 weeks; Plane Trigonometry, 24 weeks.

Botany, 24 weeks; Physics, 24 weeks; Chemistry, 36 weeks; Zoölogy, 36 weeks. Regardless of the time spent on any of the last three branches, no more than 12 weeks' credit will be given on any one of these branches, except the work be accompanied by individual laboratory or field work.

Physical Geography, 12 weeks; Physiology, 12 weeks; Astronomy, 12 weeks; Drawing, 36 weeks.

## Explanation of Courses of Study.

In considering the course of study for this institution, the following classification of the branches to be pursued has been made:

**Professional Studies.**—Phychology, Pedagogy, History of Education, Logic, Ethics, and Theory and Practice. Review of School Branches, and Method of Instruction. Practice work in teaching.

**English.**—Higher Lessons in English, Composition, Rhetoric, and Literature.

**Ancient and Modern Languages.**—Latin, Greek, German, and French.

**Science.**—Physical Geography, Physiology, Zoölogy, Botany, Astronomy, Geology, Physics and Chemistry.

**Mathematics.**—Arithmetic, Book-keeping, Algebra, Geometry, and Trigonometry.

**History.**—United States History, General History, Grecian History, Roman History, English History, Civics, Constitution and Economics, Mediæval History, Modern History.

**Art.**—Drawing, Music, Elocution, and Penmanship.

### Professional Department.

This is an age in which special preparation is needed for every kind of work, and the teacher's work is no exception to this tendency of specialization. A thorough preparation on the part of every one who engages to teach is now expected and required. This includes a knowledge of Psychology, History and Science of Education, Pedagogy, Ethics, School Management, etc.

The professional studies are as follows: Psychology, two terms; Pedagogy, one term; Ethics, one term; School Management, one term; History of Education, one term; Logic, one term, and Teachers' Training course, three terms.

### Psychology.

This is made a prominent factor in the work of the Senior Year. A study is made of the scope and method of Psychology in its rela-

The text used is Compayre's History of Education, with reference to Shoup, Painter and Boone.

The History of Education of West Virginia, as prepared by ex-State Superintendent B. S. Morgan and J. F. Cork, is used in considering the development of education in the State.

### Logic.

Logic has been added to the Normal Course in order that the student may acquire a knowledge of the fundamental forms of thought, be profited by the excellent discipline of the study, and prepared for the pursuit of philosophicaal sciences. Dr. Noah K. Davis's elements of deductive and inductive Logic is used.

### Teachers' Training Work.

A review of the common school branches will be had in the senior year, with special reference as to how these branches should be taught.

A training department will also be organized where the student-teachers under criticism will find opportunity to apply the instruction they have received in teaching. This is a new departure in the Normal Schools of West Virginia, and the exact form the work will take has not been formulated, but much teaching will be required, and it is hoped some arrangements can be made with the Board of Education of Fairmont to use the public schools as training schools.

## Department of English.

The work as planned in this department provides instruction in the following subjects: Orthography and Composition, four years; Higher Lessons in English, two terms; Grammar, one term; Rhetoric, one year; Literature, one year. We believe that the objects of teaching English are:

1. To enable the student to understand the thoughts of others, and give expression to his own.

2. To cultivate a taste for reading by giving the pupil an acquaintance with good literature, and furnishing him with the means of extending his acquaintance.

With these objects in view, the study of literature and the training of the expression of thought necessarily demand a large share of the time and attention of this department.

### Orthography.

The subject of Orthography begins with the study and use of words, a careful training in the use of diacritical marks, a study of

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homonyms, rules for capitalization and spelling, synonyms discriminated, and a careful study of word analysis and word building.

Constant use is made of the dictionary in order to obtain the correct pronunciation and meaning of words, and the student is required to make use of the words in sentences.

The text used in the early part of the course is Reed's Word Lessons.

### English Composition.

Composition work is continued throughout the Normal Course, the student being required to write at least one original composition every month.

In the first year, especial attention is paid to punctuation, capitalization, letter writing, paraphrasing and reproduction.

In the second year, to description of known objects, journeys, real and imaginary, narratives of personal experience, biography and history.

In the third year, to exposition by means of formal and informal essays, criticisms of works read, comparison of style of different authors and development of themes suggested by literary study.

In the fourth year, argumentation showing deductive and inductive reasoning, debates on questions of public interest, characterization of noted characters in history and fiction, and original orations upon selected subjects.

Keeler's English Composition is used as a text for the first two years and Newcomer's Composition for the last two years.

### Higher Lessons in English and Grammar.

The objects of the work are, to broaden the student's conception of the relation between thought and expression, to increase his power and readiness in noting logical relations between sentence elements, and to furnish correct forms of expression. Special attention is given to the construction of the participle and infinitive.

Routine parsing is avoided, but a limited time is given to exercises in false syntax. The teaching of grammar is brought in close connection with the pupil's work in composition. The study of grammar is a valuable training in thought and only incidental in writing or speaking.

Text—Reed and Kellogg's Higher Lessons in English and Grammar.

### Rhetoric.

This branch continues the work in composition, but takes a more extended view of the subject.

The student is now to study the logical relations of the constituent elements of the sentence, and examine selections from the

standard authors and apply the laws to see if they possess the required principles underlying the philosophy of the subject.

The object of the work is to broaden and deepen the student's ideas so that he may become an intelligent critic.

Attention is given to the reproduction of articles, and to the study of the æsthetic side of Rhetoric.

Careful study is made of the figures of speech until the student can readily distinguish them.

Throughout the year the student is given instruction in the variation of diction and sentence structure, in paragraph making, and in the production of themes and outlines.

Text—J. D. Quackenbos's Rhetoric.

### Literature.

The great aims to be attained are the appreciation of good literature and the formation of good taste. Selections in prose and poetry, representative of the great English and American writers, are read with a view of getting the thought and gaining a conception of effective discourse and literary art. This gives an opportunity to cultivate the perception of the good, the true, and the beautiful in sentiment and expression. At the same time aspirations for better living and higher thinking are quickened by acquainting the student with the life history of the large-minded, pure-souled writers of the English language. As time passes in the reading of the classics of our language, the student begins to understand the richness of our literary inheritance and to know something of the value of books and libraries.

In the reading course not only the literature of power but also the literature of knowledge is included. Biography, History, Science, and Fiction are given a place. The love of reading, inviting the student to drink from perennial springs of inspiration after school days, is developed.

Good manuals of English and American literature are read to afford the student a general survey of the whole field and to guide them in their subsequent reading. Some of the short selections are treated analytically and critically for the purpose of learning something of the technique of the literary art. Questions as to the elements and properties of style are asked. Outlines of the author's plan of the development of the subject are prepared. Inquiries into the reasons for the effectiveness of the writing are made. The description of scenes, the portraiture of characters, the structure of sentences, the allusion to different subjects, call for consideration. Definition and diction, illustration and imagery, are studied. Choice quotations embodying the wit and wisdom of transcendent

thinkers, and teaching a true philosophy of life, are stored in the memory.

Texts—Hawthrone and Lemon's American Literature. Halleck's History of English Literature.

## Department of Science.

The work pursued in this department embraces the following subjects: Physiology, one term; Zoölogy, one term; Botany, one term; Geology, one term; Physical Geography, one term; Physics, two terms; Chemistry, one term, and Astronomy, one term.

### Physiology.

Physiology is now the one science that is taught in all grades of schools. Normal students are instructed in the various methods by which it may be made interesting and personally helpful to the pupil of the public schools. It is taught as an informational rather than a disciplinary subject, with special reference to personal and public hygiene, so that the teacher may be trained to know that he can do much for the happiness and welfare of humanity by skillful presentation of the laws of health.

To this end, instruction in hygiene is given with special reference to pure air, respiration, wholesome food, regular and sufficient sleep, regularity in bodily habits, care as to temperature, prudence concerning exposure, and total abstinence in narcotics.

Anatomical demonstrations are made from the bodies of domestic animals and from the Manikin Charts, and a part of the set of Bock Steger Anatomical Models.

Text—Overton's Phyiology.

### Physical Geography.

The object of Physical Geography is to lead the student to understand the causes and activities of phenomena observed upon the earth's surface, and to awaken a special interest in nature and cultivate the habit of observation and thought concerning it.

In addition to this, the presentation of the subject is designed to awaken and develop a taste for the more abstract sciences of Physics, Geology, Zoölogy, Botany, and Astronomy.

It relates, first, to the study of the earth in relation to the solar system and movements of the earth.

Second. To the study of the atmosphere, its position, weight, heat, moisture and the constant and variable winds and liminous phenomena.

Third. To the water, its depth, position, temperature, waves,

tides, and currents and their influence upon commerce, civilization and boundaries.

Fourth. To the land, its general division, surface structure, its springs, brooks, rivers, lakes, etc.; mountain structure and land sculpture, earthquakes and volcanoes.

Also a study of the earth with reference to contour and relief forms in relation to the inhabitants.

Fifth. To the climate in relation to the inhabitants and the influence which it exerts over the physical condition, civilization, occupation and religious institutions of people.

Sixth. To the various forms of life and their distribution, ending with a discussion of the highest of all forms of animal life, man.

Davis' Physical Geography is used as a text, but reference is had to the following standard works: Houston, Maury, The Earth in Space, Appleton, Cornell, Guyot, Guizot, The Earth.

### Zoölogy.

In Zoölogy the aim is not to make Zoölogists, but to encourage observation and to cultivate an appreciation of nature. It is intended to show the adaptation of scientific methods to public school work.

The work in Zoölogy is devoted to a study of the nine branches of Animals. As far as possible it is made practical by the study of local fauana. Holder's Elements of Zoölogy is used as a text. The Library supplies all necessary reference books.

### Geology.

The course in Geology is designed to give a clear idea of the forces and agencies which have determined the shape and character of the earth's surface and those which are still modifying it. A Compend of Geology by Le Conte is used as a text and frequent reference is made to the same author's Elements of Geology. The subject is treated under the following heads:

First. Dynamical Geology, treating of the cause of the earth's changes and climatic variations, including the forces at work in making rocks, soils, mountains, continents, etc.

Second. Structural Geology, treating of the kinds, structure, arrangement and composition of rocks.

Third. Historical Geology, treating of the changes through which the earth has passed in the process of formation.

The object is to lead to reasoning by means of observation, to the deduction of truth and to generalization.

Interesting books on geological and related scientific subjects have been added to the Library this year.

### Physics.

The work in Physics covers the ground in general physics.

The following subjects are discussed: Matter, its properties, conditions and states, dynamics, simple machines, liquids, pneumatics, electricity and magnetism, sound, heat and light.

The phenomena of electricity and magnetism are fully illustrated by experiments and visits to the electric power plant.

The school is provided with physical apparatus for illustrating the principles and performing the experiments, including the air pump, Tœpler-Holtz Electrical Machine, lynamo, induction coils, Geissler's Tubes, batteries, Leyden Jars, Wheatstone Bridge, Radiometer, electrophorus, electroscope, spectroscope, galvanomter, etc.

Crowell's Apparatus Cabinet has been added and nearly six hundred experiments can be performed as the subject is taught.

The student is required to spend one hour per week in the Laboratory performing experiments. After each experiment the student is required to make a careful report in writing upon observation blanks specially prepared for the purpose. These reports, after review and criticism by the teacher, are returned to the student, who is given full credit for the work thus done.

The text used is Avery's School Physics.

### Chemistry.

The work in Chemistry consists in daily recitations upon the study of both organic and inorganic chemistry as is laid down in Storer & Lindsay's Chemistry.

The object sought in the study of Chemistry is to familiarize the student with chemical phenomena and to use the knowledge in explaining the changes that result from physical forces.

In addition to the recitation on the text, a list of experiments recommended by the Committee of Ten for Secondary Schools is followed as far as practicable.

### Botany.

Botany is studied with a view of obtaining a knowledge of the form, structure and habits of plants. The order of procedure in the development is organ tissue, cells and protoplasm.

A compound microscope is used in the examining of seeds, germination, stem, root and leaf.

The value of field work is recognized by requiring a research for plants of the vicinity and the making of an herbarium of at least twenty-five plants with analysis. Every effort is made to stimulate independent investigation, and to have the note books and herbariums express truthfully and clearly what is seen. The text used is Wood's Botanist and Florist.

Mrs. Gardiner's Composition Class and C. W Waddell's Composition Class.

### Astronomy.

The work in Astronomy embraces an outline of the celestial sphere and its circles, a description of the constellations, the problems of latitude and longitude, and descriptions of the earth, moon and sun in relation to size, density, motions, etc.

Text—Young's Lessons in Astronomy.

## Department of Mathematics.

The course in this department comprises the following subjects: Mental Arithmetic, one term; Book-keeping, one term; Algebra, five terms; Geometry, one year; Triginometry, one term.

### Arithmetic.

In the Senior year the work in this branch includes explanations of arithmetical processes, principles and definitions, and their application in practical work, so as to enable the student to impart successfully to others that which he has learned.

The aim is to secure accuracy and rapidity and to develop the reasoning power of the student; also to develop the rules of operation by careful analysis, and to show the unity of the subject, the operations in fractions are reduced from the principles in division. Thoroughness in elementary principles is insisted upon in all the subjects.

In all this work the end is kept constantly in view that the members of the class are to become teachers of youth and must in turn present the subject to their pupils in the best possible manner.

Brook's Mental Arithmetic is used for one term in which mental discipline and cultivation of arithmetical power are its two-fold aim.

### Book-keeping.

The work in this branch embraces drilling in characters and abbreviations used in business, study of commercial terms, practical work in business forms, such as writing receipts, orders, bill, due-bill, notes, checks, drafts and business letters. More attention than usual is given to the above subjects, as many have no opportunity to gain such knowledge except by an experience that comes too late.

The exercise for each day's work in the different forms in both single and double entry are given by the teachers.

Each student who completes the course in book-keeping is required to fill out a set of blanks with practical examples, illustrating the different forms in which books are kept.

Text—Bryant & Stratton's Single and Double Entry Book-keeping.

### Algebra.

The study of Algebra has both a practical and disciplinary value.

On its practical side we find that we can supply the principles of Algebra to many difficult mathematical problems, thus rendering them easy of solution.

Among special subjects considered are factoring, which develops the ability of the student to combine and separate quantities; equations, which lead the student to investigate and reach different conclusions; the theory of exponents, which gives a clear insight into the relative value of quantities; the exposition of radical quantities, which stimulates the reasoning faculties of the mind.

The last term's work in Algebra begins with progression and embraces the subjects of imaginary quantities, logarithms and the binominal theorem.

To complete Algebra the student must know how to explain the principles as well as to solve the problems.

Milne's Algebras are used as texts.

### Geometry.

The work is begun by requiring the pupil to observe the geometric forms and to construct them until the definitions, axioms, postulates, become firmly fixed in the mind of the student, as these are the basis upon which the science is built.

The fundamental theorems in each department of the branch are used to shape the methods of thought and facilitate acquisition. After being well grounded in the fundamental theorems, the student is given a large number of theorems, for which he is required to give original demonstrations; thus the able student will gain power enough in large part to construct his own geometry. The application of the principles of geometry to mensuration is made a special feature of the last term.

Text—Milne's Plane and Solid Geometry.

### Plane Trigonometry.

This branch of mathematics has been added to the regular Normal course. The work includes the elements of Plane Trigonometry and is intended to assist the student in his comprehension of the sciences. Cocker's Trigonometry is the text used.

## Department of History.

The work in this department comprises one term in United States History, one term in General History, one term in Grecian History, one term in Roman History, one term in English History,

one term in Madiæval History, one term in Modern History, one term in Civil Government, one term in Constitution and one term in Economics.

The work in these branches is carried on not only by the use of the text-book, but also by an extensive use of the library, the idea being to implant in the student a fondness for history from a philosophic rather than a chronological standpoint, and to show him the close connection existing between history and literature.

All facts are learned only as a means to an end, this end being the cultivation of sound judgment and the development of those powers in the pupil which will best serve him in after life. History is adapted as a culture study by giving such concepts of human life and action as will impress upon the thoughtful student the effects of environment and character building, first upon the individual, and through him, upon the race.

For the purpose mentioned and by way of comparison, especial attention is paid to the study of the history of Greece and Rome, England and America.

The school library is well supplied with historic literature; histories for comparative reference, novels and juvenile works upon historical subjects.

In addition to text-book work the student is also given topics to develop from outside sources.

### United States History.

The plan recommended by the Committee of Ten, that an intensive study of some period of history has been adopted followed, and the topics recommended by the Committee will be used as far as practicable.

The outline in this branch is intended to present the development and growth of America from its discovery to the present time.

It embraces the periods of discovery, settlement, colonization, revolution, etc. In connection with the history, biographical interest is awakened by short sketches from the lives of the great statesmen.

The study of the institutional life of the country is considered of primary importance, as it is the knowledge that will best serve the pupil in after life.

To this end the student is encouraged to express his own ideas in connection with what he has gleaned from reading or any outside sources, and an endeavor is made to show him how the questions that present themselves to the people of this country are the direct effect of past causes, and how, in general, each cause has its corresponding effect.

The objects and methods of teaching are also discussed and exemplified. MacMasters' U. S. History will be used as a text.

### General History.

One term is devoted to General History. Special attention is given to the development of government and civilization.

Text: Swinton's Outlines of General History.

### History of Greece.

The study of Grecian history has been formally introduced into the course. The History of Greece is one of the most interesting, attractive, and culture-giving of the history of any nation. An acquaintance with its historians, orators, and philosophers forms a small part of a liberal education. We study Grecian history primarily on the philosophic side, that we learn the influence it has had on the world's history. Text: Botsford's History of Greece.

### History of Rome.

In Roman history, the character, manners, and customs of the people and the lessons that we learn from their successes and failures are impressed upon the student. Morey's Outlines of Roman History is used as a text.

### English History.

The History of England is of primary importance to the American people, since we obtain our laws, customs and government largely from England. The Saxon conquest and the introduction of the Teutonic language, customs and institutions, the Norman conquest, language, thought and government. The Magna Charta obtained from King John and its effect on government. The revival of learning and the reformation. Elizabeth's brilliant and successful reign, including the colonization of America, are topics that are fully discussed. Montgomery's English History is used.

### Mediaeval History.

The chief aim of mediæval history is to show the marvelous development of the barbaric nations concerned in the overthrow of Rome into the advanced and cultured peoples of Modern Europe.

### Modern History.

Modern history engages the student's attention to those things which the past has contributed to the present, and to appreciate and value the progress and emancipation of the marvelous nineteenth century.

### Civics.

This course embraces the origin, nature, theory and necessity of government; the township, its origin and growth, as exhibited in the New England town, the Southern district, and the Western township; and its development into the county; the county into the colony, and the colony into the State; the origin of the Federal Union; the forms of governing the same under the Continental Congress, the Confederation, and the Constitution. Text—Willoughby's Civics.

### Constitution.

A thorough discussion is made of the Constitution, the powers and limitations of Congress; the Executive Departments; Election of President, Senators and Representatives, the Courts of the United States, and the duties and privileges of citizenship.

Our constitution and form of government will be compared to other forms that have existed and now exist. The State constitution and school law will also be considered under this head. Hinsdale's American Government will be a valuable book in this connection.

### Economics.

The course of instruction in this subject includes the study of the different stages in the economic life of civilized man, the industrial revolutions of England, the economic history of the United States, and the theories of production, exchange, distribution and consumption. Special attention is also given to public economics, and the relation of the State to private enterprise, embracing the subjects of private property and the State regulation of industry by taxation and positive statute. The principles of taxation and the sources of revenue are carefully studied in the light of their influence on economic conditions. The problems growing out of public expenditures, such as the care of the poor and unfortunate, and the outlays for education and security to life and property are discussed from the economic standpoint. Such current questions as socialism, State management of industry, profit-sharing, coöperation, trades unions and pauperism are made subjects for special study and research. The aim of the instruction throughout the course is to give the student a clear knowledge of the fundamental principles of economic life, and a broader conception of man in the universal pursuit of getting a living. A thesis on some current economic subject of at least twenty pages in length is required of each student taking this course. Text—Laughlin.

# Department of Ancient Languages.

### Latin.

Three years of Latin are offered, of which students in the Normal Course are required to take the first two years (Terms 1-6).

It is the aim of this department to give such instruction in Latin as is required for entrance by the leading colleges and universities of the country. The courses offered are especially designed to correspond to the work of the same grade done at the State University.

The work of the first year includes a thorough drill in the forms of inflection and the essentials of syntax combined with the acquirement of ease and correctness in the translation of easy prose into English and English into Latin as an adequate preparation for the work of the second year. Throughout the course emphasis is laid on the acquirement of a large vocabulary and the habit of deriving English words from the Latin, thus enabling the student to receive important practical benefits from the study of the language in addition to its value as a mental discipline. Attention is also paid to Roman and Greek Mythology and the influence it has had on our literature. The work of the three years is arranged as follows by terms:

#### First Year.

Term 1. Smiley and Storke's "Beginner's Latin Book," lessons 1-30.

Term 2. Smiley and Storke's "Beginner's Latin Book," lessons 31-60.

Term 3. Smiley and Storke's "Beginner's Latin Book," completed. The work of this term will be supplemented by the reading of selections from the first book of Caesar, or easy prose selections from Collar, Daniell, and Dooge's "Second Year in Latin."

Note.—Terms 1, 2, and 3 above are the equivalent of Courses 1, 2, and 3 at the University.

#### Second Year.

Term 4. Caesar's Gallic War (Books I and II or an equivalent in the same text). Course 4 at the University.

Term 5. Caesar's Gallic War (Books III and IV or an equivalent in the same text). Course 6 at the University.

Term 6. Cicero's First and Second Orations against Catiline. Course 7 at the University.

### Third Year.

Term 7. Cicero's Third and Fourth Orations against Cataline; and the Oration for Archias. Course 9 at the University.

Term 8. Virgil's Aenaeid (Books I, II, and III). Supplemented by a study of Greek and Roman Mythology. Course 10 at the University.

Term 9. Virgil's Aenaeid (Books IV, V, and VI). The study of Greek and Roman Mythology continued in connection with the text. Course 11 at the University.

Texts.—The Revised Editions of Allen and Greenough's and Harkness's Grammars are used in Terms 4-9. Harper and Tolman's "Caesar," Harper and Gallup's "Cicero's Orations," Harper and Miller's "Aenaeid," or other good texts are used. In terms 8 and 9 Guerber's "Myths of Greece and Rome," and Gayley's "Classic Myths" will be used.

### Greek.

The work in Greek gives such preparation as is required for entrance to the leading colleges and universities, and the two years offered in this subject are arranged to correspond to the two years' preparatory Greek taught at the State University. A thorough drill is given in the inflections, the formation of words and the essentials of syntax during the first year. In the second year the aim is to inspire the student with the love of Greek literature and thought, to arouse an interest in Greek life, and to beget in him the ability to read and appreciate the language as a type of the best literature. The two years' work is arranged by terms as follows:

### First Year.

Term 1. White's "First Greek Book" (Chapters I-XL).

Term 2. White's "First Greek Book" (completed).

Term 3. Xenophon's Anabasis (Book 1). Prose Composition once a week.

Texts—Goodwin and White's "Xenophon's Anabasis," Goodwin's "Greek Grammar," and Pearson's "Greek Prose Composition."

Note.—The above three terms are the same as Courses 1, 2, and 3 at the University.

### Second Year.

Term 4. Xenophon's Anabasis (Books II, III, and IV). Prose Composition once a week. Texts—Same as Term 3. Course 5 at the University.

Term 5. Lysias' Orations. Prose Composition once a week. Collateral reading in the library. Course 6 at the University.

Term 6. Homer's Iliad or Odyssey (Books I, II, and III). Spe-

cial attention to Greek Mythology. Seymour's "Iliad." Collateral reading: Jebb's "Introduction to Homer;" Gladstone's "Time and Place of Homer." Course 7 at the University.

## Department of Modern Languages.

The Board of Regents has recently authorized German and French to constitute a regular part of the established curriculum. Two years' courses in each are offered.

The first year's work embraces principally drills in the accidence, simpler forms of syntax and conversation, together with an introduction to the less difficult gems in the literatures of these languages. The primary object is the thorough mastery of the fundamental elements of their grammars, and of a good working vocabulary.

The second year will embrace a somewhat extensive course of instruction in their syntax, history, and more especially their literatures. The instruction is by recitation in, and citations from, approved text-books. Frequent exercises in translations of English into these languages are also required in both years' courses.

Students who expect to enter this department must have a thorough knowledge of the elements of English grammar, and should preferably have completed at least a year of Greek or Latin, although German is taken as a substitute for Greek and French for Latin.

The work by terms is arranged as follows:

**FIRST FRENCH.**—Five recitations a week throughout the year.

**Fall Term:** Whitney's Grammar, easy conversation.

**Winter Term:** Whitney's Grammar completed to Part II., Super's Reader finished.

**Spring Term:** Madame Therese or other selections from Modern authors.

**FIRST GERMAN.**—Five recitations a week throughout the year.

**Fall Term:** Thomas' Practical Grammar, easy conversation.

**Winter Term:** Grammar completed to Part II., Harris's German Reader.

**Spring Term:** Immensee, Geischichten vom Rhein.

***SECOND YEAR FRENCH.**

**Fall Term:**

1. Le Chien de Brisquet and L'Abbe Constantin.
2. Grammar, Part II.

**Winter Term:**

1. Victor Hugo's La Chute.
2. Dumas' La Julipe Noire.
3. Exercises in Composition.

**Spring Term:**

1. Racine's Athalie and other selections.
2. Easy dictation and conversation.

## Special Classes in Spring Term.

Many teachers of experience desire to spend one term in reviewing certain subjects which they are required to teach, or in pursuing certain professional studies, and yet are precluded from taking an extended course of study in any institution. Some of these are the leading teachers in their respective counties. They are prevented from pursuing a systematic course of study by being under the necessity of teaching during the fall and winter. For the benefit of these, special classes will be organized, if necessary, in U. S. History, Physiology, Theory and Practice, Civil Government, Book-keeping, Arithmetic, Penmanship and General History.

## Text Books Used.

Below is given an exhibit of the character of the subject matter and the length of time thought necessary to do the work as well as it is required to be done in order to complete the Normal Course.

Algebra, Milne's: Five terms.
Arithmetic, Mental, Brook's: One term.
Arithmetic, Milne's Standard: Two terms.
Astronomy, Young: One term.
Book-keeping, Bryant & Stratton: One term.
Botany, Wood: One term.
Chemistry, Storer & Lindsay: One term.
Civics, Willoughby: One term.
Constitution.
Ethics, MacKenzie: Two terms.
Economics, Laughlin: One term.
English, Higher, Reed & Kellogg: Two terms.
French.
Greek, White: One year.
Geography, Physical, Davis: One term.
Geology, Le Conte: One term.
Grammar, Reed & Kellogg.
German.
Geometry, Milne: One year.
History, U. S., MacMaster: One term.
History, Grecian, Bottsford: One term.
History, Roman, Morey: One term.
History, English, Montgomery: One term.
History, General, Swinton: One term.

History, Mediæval.
History, Modern.
History of Education, Compayre: One term.
Literature, English, Halleck: Two terms.
Literature, American, Hawthorne & Lemon: One term.
Latin, First year, Smiley & Storke: One year.
Latin (Second year): One year.
Logic, Davis: One term.
Music. One term.
Orthography, Reed's Word Lessons.
Physics, Avery: Two terms.
Psychology, Halleck: Two terms.
Physiology, Overton: One term.
Pedagogy, Boyer: One term.
Rhetoric, Quackenbos: Three terms.
Theory and Practice, Page: One term.
Trigonometry, Crockett: One term.
Zoölogy, Holder: One term.

## Department of Music.

**Miss Ella Fordyce, Teacher.**

Superior advantages are offered to all who seek knowledge of this divine art. Comprehensive and thorough instruction is given in the use of the piano, organ and the voice. During the year numerous opportunities are given at concerts, receptions and the anniversaries to display the skill acquired by the pupils in this department. It is the aim of the teacher in charge to advance the high standard of excellence attained in the past, depending on merit alone for success.

The tuition for piano instruction is twelve dollars and fifty cents per term of twenty-four lessons, payable half at the beginning and the balance at the middle of the term, and no deduction is made for absence except in case of illness or unavoidable absence.

**Music Pupils—Piano.**

**Ladies, 40.**

Bowles, Irene Elizabeth.....Fairmont, W. Va.
Billingslea, Lulu Zelma.....Fairmont, W. Va.
Brahm, Grace Lunsford.....Fairmont, W. Va.
Briggs, Lucy H.....Hall's Mills, W. Va.
Chenoweth, Willa L.....Grafton, W. Va.
Purry, Mabel.....Elodra, W. Va.
Clayton, Florence Grace.....Fairmont, W. Va.

Cleaver, S. Agnes.....Reedsville, W. Va.
Conaway, Nellie.....Barrackville, W. Va
Furbee, Mrs. Chas. W.....Shinnston, W. Va.
Ford, Loretta Marguerite.....Fairmont, W. Va.
Garrett, Sallie.....Meadow Brook, W. Va.
Greene, Loma.....Mannington, W. Va.
Gump, Mrs. Frank.....Fairmont, W. Va.
Glover, Anna Francis.....Burton, W. Va.
Hume, Ida Blanche.....Lumberport, W. Va.
Hess, Cuba.....Fairmont, W. Va.
Ice, Byrd .....Gray's Flat, W. Va.
Janes, Hallie May.....Shinnston, W. Va.
Kuhn, Goldie J.....Everson, W. Va.
Lantz, May.....Fairmont, W. Va.
Malone, Blanche Marie.....Fairmont, W. Va.
Mattingly, Ella Gertrude.....Fairmont, W. Va.
Menear, Adazell.....Fairmont, W. Va.
Miller, Nellie Grace.....Barrackville, W. Va.
McDonnell, Grace.....Fairmont, W. Va.
Prichard, M. Dorcas.....Rivesville, W. Va.
Pople, Edna.....Fairmont, W. Va.
Reinheimer, Clara May.....Fairmont, W. Va.
Riggs, Luanna.....Adlai, W. Va.
Rittenhouse, Flora.....Dola, W. Va.
Stone, Florence Belle.....Fairmont, W. Va.
Stout, Elia Ella.....Fairmont, W. Va.
Straight, Jessie.....Barrackville, W. Va.
Stealey, Bertha.....Fairmont, W. Va.
Satterfield, Anna.....Fairmont, W. Va.
Snyder, Claudia May.....Fairmont, W. Va
Thomas, Bessie Gaynell.....Mannington, W. Va.
Taylor, Mattie.....Bridgeport, W. Va.
Taylor, Annie.....Petersburg, W. Va.

## Department of Elocution and Oratory.

**Miss Elizabeth M. Bussing, Teacher.**

Much good has been accomplished in this department, and students obtain at a small cost the advantages that in other schools would cost many times the amount required here. An excellent system of Elocution and Physical Culture is taught. While the study of either branch is not required, it is earnestly recommended to all. He who neglects to cultivate a good address closes many avenues toward success.

## ELOCUTION AND ORATORY.

### Ladies, 191.

Arnett, Ruth
Arnett, Ora
Amos, Elsie
Ash, Hazel
Black, Carrie
Billingslea, Bessie
Billingslea, Arlice
Billingslea, Lulu
Billingslea, Gail
Barnes, Lina
Bishop, Marguerite
Boydston, Vinna
Burr, Eleanor
Brand, Ollie
Boyers, Elba
Bartlett, Nettie
Beall, Anna
Billingslea, Lucy
Crow, Rena
Cunningham, Genevieve
Clayton, Flora
Crawford, Lois
Carr, Abbie
Chenoweth, Willa
Crowell, Mary
Christie, Mary
Chesney, Harriet
Chesney, Fannie
Conaway, Nellie
Carrico, Ada
Charter, Jessie
Cleaver, Agnes
Coffman, Cora
Downs, Ocie
Doll, Marguerite
Dent, Mary
Deveny, Zella
Davis, Gypsy
Dayton, Sallie
Erbe, Edna
Fortney, Ora
Fisher, Beatrice
Fleming, Nellie
Floyd, Pearl
Gaskill, Jennie
Giffen, Isabelle
Hess, Lelia
Harns, Chloe
Haller, Martha
Hall, Lennie
Hawkins, Isa
Hawkins, Dessie
Kuhn, Goldie
Kelley, Maude
Kyle, Gladys
Lough, Elizabeht
LaWear, Maude
Linn, Lina
Lewis, Eunice
Morgan, Mary
McDonald, Hazel
McDonald, Grace
Michael, Ella
Michael, Grace
McNeely, Lizzie
Murphy, Cora
Murphy, Kate
Murphy, Clara
McCool, Katherine
Menear, Edna
Murphy, Winifried
Norris, Blanche
McCuskey, Ora
Nichols, Louise
Nestor, Lulu
Nuzum, Mary
Odbert, Bertie
Parks, Emma
Page, Edna
Prichard, Daisy
Prickett, Sinda
Prickett, Edith
Prickett, Stella
Reinheimer, Anna
Reese, Fannie
Riggs, Luanna
Riggs, Naomi
Reeves, Linnie
Ramage, Alberta
Rittenhouse, Flora
Richards, Mabel
Sterner, Ora
Sterling, Nellie
Straight, Dorothy
Smith, Blanche
Smith, Alta
Smith, Una
Stout, Hortense
Stout, Ella
Stout, Nellie
Snyder, Claudia
Satterfield, Nellie
Shaw, Marian
Shaw, Myrtle

Hamilton, Lena
Hildebrand, Jettie
Harris, Della
Harris, Letha
Hickman, Willa
Hayhurst, Iva
Hare, Maude
Hoult, Hazel
Holland, Grace
Hite, Mrs. Amanda
Ice, Jessie
Ice, Byrd
Karns, Mabel
King, Margaret
Shinn, Jennie
Toothman, May
Tibbs, Stella
Thomas, Mamie
Vance, Edith
Waters, Effie Louise
Wilson, Clara
Wilson, Grace
Wilson, Ruby
Wilson, Olo
Williams, Laura
Williams, Melissa
Wolford, Myrtle
Willfong, Ethel

**Gentlemen, 57.**

Amos, Clay
Amos, Merle
Bond, C. M.
Bond, J. C.
Brahm, Frank
Brown, W. S.
Boyers, James
Bowers, Lloyd
Bowers, J. Hugh
Caldwell, H. G.
Christie, Carney
Dadisman, I. L.
Doll, Carroll
Dean, David
Dowden, James
Foreman, George
Fast, Wirt
Garee, Earle
Gibson, I. C.
Hood, Charles
Harden, E. B.
Hayhurst, L. H.
Jcliffe, Von
Jamison, Fred
Keister, J. C.
Knapp, Ulysses
Karns, Roy
Ladwig, Otto
Lewis, R. C.
Linn, Marion
Lawman, P. S.
Musgrave, Gilbert
Musgrove, C. R.
Mason, J. W.
McCloy, Harry
Nay, Harvey
Nay, Wayne
Prichard, Guy
Parks, C. H.
Prunty, O. J.
Prunty, S. M.
Reeves, Walter
Reinheimer, Marvin
Robinson, Frank
Rager, Clarence
Shroyer, A. F.
Simmons, W. R.
Springer, T. F.
Satterfield, Clarence
Smith, Robert
Stonestreet, G. C.
Thomas, Claude
Thorn, Claude
Thompson, W. C.
Wyatt, G. W.
Waddell, C. W.

# General Information.

### Location.

Fairmont is a growing city in Marion county, seventy-seven miles east of Wheeling, twenty-three miles from Grafton and thirty-four miles from Clarksburg, having the Baltimore & Ohio, the Fairmont, Morgantown & Pittsburg, and the Monongahela River Railroads passing through it. It is situated on the banks of the Monongahela river, in the midst of a landscape of surpasasing healthfulness, beauty and loveliness. Its population is intelligent and moral, and disposed to extend to students coming among them all the kindness and attention demanded by Christian courtesy and culture.

Nearly all the Christian Churches are represented, and the students are cordially welcomed to all their services.

### History.

The Fairmont State Normal School owes its existence to the beneficence of the citizens of Fairmont and vicinity, and to the Legislature of West Virginia. A bill proposing the establishment of a State Normal School at Fairmont was introduced in the Legislature of 1865-6, but the session adjourned without passing it. Meanwhile the citizens of Fairmont formed a joint stock company under the title of "The Regency of the West Virginia Normal School," and secured a charter. A lot was purchased and the wing of the present public school building, 68 by 40 feet, and two stories high, was commenced in the summer of 1867, but before its completion the Normal School passed under the control of the State.

In February, 1867, the Legislature voted $5,000 to the Fairmont Normal School on condition that $2,000 additional be paid by the citizens of Marion county, the State agreeing to make the same a State Normal School, and to finish and furnish the same, and to open a school therein without delay; whereupon the incorporators, in consideration of $2,000, transferred all their interest to the State.

On February 11, 1872, the Legislature passed the following bill: "That the sum of $5,000 is hereby appropriated out of all the moneys in the treasury, to be expended under the direction of the Regents of the State Normal School building at Fairmont, but no part of the sum hereby appropriated shall be drawn from the treas-

ury unless and until the Board of Education of the district of Fairmont shall pay into the treasury of the State the sum of $5,000, which shall be added to the sum hereby appropriated, the whole constituting a fund of $10,000 to be paid out of the treasury and expended as aforesaid."

By virtue of the last named act, the district of Fairmont claimed to have acquired an equitable interest in the said building, and the two schools occupied the building until 1891, when the growing needs of the Normal School demanded more room. It was decided to memorialize the Legislature to sell the present Public School building to the District of Fairmont for the sum of $12,000, and also to appropriate $20,000 additional for the erection of a new Normal building.

The bill was passed on the 9th day of March, 1891, and provided for the sale of the old building for $15,000, and appropriated $20,000 additional for the erection of a new Normal building.

In February, 1892, at the City of Charleston, the contract was let for the construction of the present Normal building, and on June 14th the corner-stone was laid by the Masons with imposing ceremonies. On March 27th, 1893, the school formally took possession of the new building, with an interesting program of exercises.

In February, 1895, the Legislature appropriated the additional sum of $12,000 for the completion of the building, by adding the wing which had been contemplated in the original plans. This wing has been completed and furnished.

### Building and Grounds.

The building is constructed of red brick with stone sills and lintels. It is well proportioned and presents a grand and imposing appearance. It has a frontage of 100 feet, with a depth of 150 feet.

The basement contains gymnasium rooms for ladies and gentlemen, janitor's room, storage rooms and rooms for the heating apparatus. The first story contains six large class rooms, a small class room, an apparatus room, an office and two cloak rooms, and five flights of stairs to the second story and basement. There are three entrances to the floor and large and commodious halls.

The second story contains a beautiful new chapel and study hall, nine large class rooms, two offices, library, cloak room and ladies' parlor. The third story contains the large auditorium, one of the finest assembly halls in the State, and capable of seating one thousand persons, and two splendid society halls. There are also two dressing rooms on this floor supplied with lavatories.

The building is finished throughout with West Virginia pine and presents a very pleasing effect. It is ventilated by the Bennett & Peck system, and heated by a new steam plant. The outside

steps and platform are Cleveland sandstone with ornate buttresses and trimmings. The entrance to the building from Fairmont avenue is adorned with a handsome vestibule which contains an ornamental steel ceiling. A Howard clock with dials eight feet in diameter adorns the tower. This elegant edifice is placed upon a most beautiful location in what is known as the South Side of Fairmont. The grounds have been recently graded and terraced and a splendid stone wall runs the entire length of the grounds along Fairmont avenue, Second street and Gaston avenue. Arbor Day was fitly observed last fall, and quite a number of trees were planted upon the grounds.

This building is the most complete and commodious of any single school building in the State. A cut of the complete building may be seen on the second page of this catalogue.

### Principals.

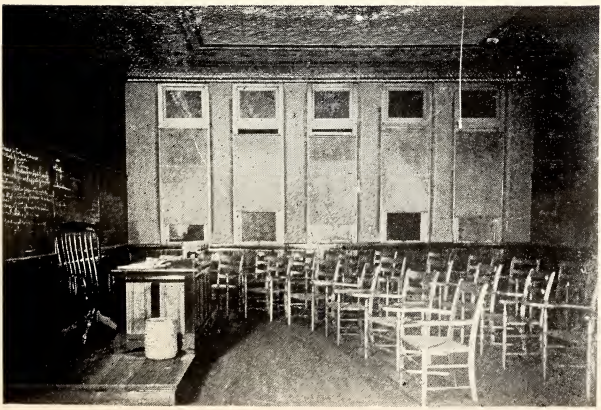
Prof. W. R. White was the first principal of the school after it passed under the control of the State, in 1868, and continued such until 1870, when he resigned. He was succeeded by Prof. J. C. Gilchrist, who was principal until 1871. Rev. J. G. Blair, LL.D., was then appointed principal, which position he occupied until his death, December 22, 1878. Miss M. L. Dickey succeeded Dr. Blair, as acting principal, continuing as such until 1881, when she resigned and was succeeded by Prof. Ulysses S. Fleming as acting principal until 1883, when the Regents chose as principal Conrad A. Sipe, A. M., who resigned August, 1889. The Regents then appointed Miss N. R. Cameron acting principal, who resigned in June, 1890, and John H. Roemer, A. M., was principal for 1890-91. J. C. Gwynn was chosen as principal in September, 1891, and continued as such until July, 1892, when the Regents chose as principal the present incumbent, J. Walter Barnes, A. M.

### Personnel of the Faculty and Students.

The members of the Faculty are graduates of Universities, Colleges and Normal Schools, who have had unusually successful experience in school work. Each has been assigned a special line of work to which he is peculiarly adapted and to which is added a broad general culture.

The students who enter the Fairmont Normal School are a superior class of young people who come to the Normal School for a definite purpose. Each holds himself responsible to a high standard of conduct.

Principal's Private Office.



Principal's Class Room.

**Suggestions.**

Students will please remember:

1st. That they are ladies and gentlemen.

2d. That good order is indispensable to the best work.

3d. That there should be a definite time for study, for exercise, for meals and for sleep.

4th. That there should absolutely be no talking or laughing in the class rooms, library or chapel.

5th. There should be no gathering in groups, or useless promenading on the streets, or absence from rooms during study hours.

6th. Students should retire not later than 10:30 P. M.

7th. That absence and tardiness should never occur except in case of illness.

8th. That politeness, generosity and industry are always appreciated.

9th. That regular attendance at Sunday School and church services is a duty of the highest importance.

10th. That keeping company of the opposite sex is as a rule inconsistent with strong work in the school.

11th. That no student will be allowed to absent himself from more than one-tenth of the recitations during one term.

12th. Do not be too anxious to enter advanced classes. There will be no time to make up back studies.

13th. Come expecting to work faithfully and honestly, prepared to make any sacrifice for your own good and for the good of the school.

14th. Bring with you as useful for study or reference all the text-books you have.

15th. Do not attempt to complete the prescribed course of study unless you have good bodily health, and having this do not jeopardize it by practicing the false economy of living without sufficient or suitable food or necessary comforts.

# Facilities for Work.

"The true university is a collection of books."—Carlyle.

### Library.

The Alumni library started about twenty years ago by the Alumni Association formed the nucleus of the present Normal Library. A large number of volumes have been added during recent years until now it contains nearly three thousand volumes, and is especially complete in the departments of Pedagogy, History and Literature.

The use of the library is further facilitated by a card catalogue containing the title of every book and also the name of its author. Great care has been taken in the selection of books; and the use of them made by the students shows that the collection has been well chosen. The number of reference books is unusually large.

On the second floor near the principal's office is a well lighted room, which is fitted up for a library and reading room. It is furnished with cases, reading tables and easy chairs. The library is open each evening from 2:00 to 4:00 P. M. Students are entitled to draw books for home use, but no one shall have more than two books at the same time without special permission, nor retain any book more than two weeks without renewal.

### Public Documents.

Through the efforts of Hon. Wm. L. Wilson, this school was designated as a depository of public documents; accordingly all valuable and important works issued by the departments of the government are forwarded to the library here. This will continue to be the depository, as it has been so designated by Hon. A. G. Dayton, Member of Congress from Second Congressional District.

### Library Readings.

It has been our experience that students presenting themselves for training in the Normal Schools lack skill in the use of books and readiness in grasping the thought of the author. To remedy these defects the entire school has been organized into sections for reading, the work being graded for the more elementary reading in the first year to the highest literature in the fourth year.

Students are required to take the prescribed readings in the following course. The course is arranged so the student is required to read and sketch a book each month.

### FIRST YEAR—FALL TERM.

#### Biography and History.

During the fall term each member of the class will be required to read one biography, one historical novel, and one Story of Nation Series.

Autobiography of Benjamin Franklin, Life of Columbus, Life of Patrick Henry, Men Who Were Earnest, Abbott's Lives, Story of Nation Series, American Statesmen's Series.

### WINTER TERM.

#### Fiction.

Ivanhoe, Twice Told Tales, Wonder Book, Great Stone Face, Deerslayer, House of Seven Gables, Buckley's Fairyland of Science, Water Babies,, Alhambra, Rip Van Winkle, Tom Brown at Rugby, Old Fashioned Girl, Tom Brown at Oxford, Eggleston's Novels, A Man Without a Country, Black Beauty, Boyesen's Stories, Stoddard's Stories, Miss Alcott's Stories, Mrs. Whitney's Stories, Holland's Novels, Stevenson's Novels, Lamb's Stories from Shakespeare, Rasselas, Vicar of Wakefield, Henty Books, Otis Series.

### SPRING TERM.

#### Poetry.

Evangeline, Snowbound, Enoch Arden, Miles Standish, Lay of the Last Minstrel, Carleton's Poems, The Deserted Village, Cotter's Saturday Night, Bret Hart's Poems, Locksley Hall, Hiawatha, Lady of the Lake, Tent on the Beach, Merchant of Venice.

### SECOND YEAR—FALL TERM.

#### Fiction.

Put Yourself in His Place, John Halifax Gentleman, Dickens' Novels, Scott's Novels, Wallace's Novels, Stockton's Novels, J. M. Barrie's Novels, Hawthorne's Novels, Cooper's Novels, Burnett's Novels, Miss Mulbach's Novels, Macdonald's Novels, Last Days of Pompeii, The Christian, Elsie Venner, Rudder Grange, Jane Eyre, Architects of Fate, Old Creole Days, Lorna Doone, Red Rock, Hypatia, The Sticket Minister, David Harum, Janice Meredith, A Colonel's Wooing, Prisoners of Hope, Ouida's Chandos, Eben Holden, House of Edgermont, Lady or the Tiger.

### WINTER TERM.

**Poetry.**

Vision of Sir Launfal, Lucile, Poe's Poems, Tennyson's Poems, Longfellow's Poems, Holmes' Poems, Bryant's Poems, Whittier's Poems, Selections from Lowell, Shelly, Coleridge, Cowper and Burns, Thanatopsis, Aldrich's Poems, Riley's Poems, Hart's Poems, H. H. Jackson's Poems, Markham's Poems, Aurora Leigh, Marmion, Julius Cæsar, The Traveler, Gray's Elegy in a Country Churchyard.

### SPRING TERM.

**Biography and Travel.**

Views Afoot, Bayard Taylor, Life of Cæsar, and Nansen's Trip Across Greenland, Life of Jefferson, Life of Hamilton, Jesuits in North America, About Paris, Legends of Monastic Orders, American Statesmen's Series, Wither's Border Warfare, Wendell Phillips, Life of Frances E. Willard, Life of Garfield, Life of Cromwell, Life of Columbus, Life of Cicero, Myths of Northern Lands, Home Life in Colonial Days, Myths and Legends of Our Own Land, Florence Nightingale, Commonwealth Series, Fiske's Critical Period, and Life of Queen Victoria.

### THIRD YEAR—FALL TERM.

**Poetry, Science and Essays.**

Light of Asia, Arnold; Keat's Poems, Dryden, Shelley and Southey; Selections from Goethe, Byron, Milton, Browning, Emerson, Pope's Iliad, Dante's Inferno, Nature and Man in America, Origin of Species, Bird Ways, Starland, Animal Intelligence, The Autobiography of the Earth, Through Nature to God, The Story of Primitive Man, Lowell's Commemoration Ode, Macbeth, Autocrat of the Breakfast Table, Sesame and Lilies, Bowough's Riverby, Hamlet, MacCauley's Essay on Milton and Addison, Emerson's American Scholar, Winchell's Sketches of Creation.

### WINTER TERM.

**Biography and Mythology.**

Life of Samuel Johnson, Legends of the Middle Ages by Guerber, Demosthenes, Memoirs of Grant and Lee, Lives of Lincoln and Garfield and Wendell Phillips, Our Country, the New Era Myths of Northern Lands, Heroes of the Olden Times, Bullfinch's Mythology, English Men of Letter Series, American Men of Letters, Israel Among the Nations, Life of Alexander Stephens, Life of Bayard Taylor, Life of Prescott, Old Virginia and Her Neighbors, Autobiography of Joseph Jefferson, Spain in the 19th Century, Russia

and Turkey in the 19th Century, The Real Bismarck, Warren Hastings, Mahomet, Gayley's Mythology.

### SPRING TERM.

#### Fiction.

Corinne, Ike Marvel's Novels, Howell's Novell's Allen's Novels, DeQuincy's Works, Holmes' Novels, Hawthorne's Novels, George Eliot's Novels, Thackeray's Novels, Lew Wallace's Novels, James Lane Allen's Novels, Goethe's Novels, Saraphita, Thelma, Rupert of Hentzau, Les Miserables, Life on the Mississippi, The Story of Photography, The Story of Electricity, The Story of Plants, The Story of the Solar System, The Story of the Stars, The Story of a Piece of Coal, Sunshine, Geographical Distribution of Animals,

### FOURTH YEAR—FALL TERM.

#### Biography.

Life of Pestalozzi, Horace Mann, Lives of Columbus, Froebel, Rosseau, Locke, Socrates, Aristotle, Rabelais, Richter's Autobiography, Assigned Readings in Schweigler's History of Philosophy, Haven's Modern Philosophy, Quick's Educational Reformers.

### WINTER TERM.

#### Pedagogical Readings.

Locke's Education, Payne's Lectures of Education, W. H. Payne's Contributions to Education, Spencer's Education, Degarmo's Educational Method, Selections from Heath's Pedagogical Library, International Educational Series, Conduct as a Fine Art, Study of the Children, Warner, Meaning of Education, Butler, Plato's Best Thoughts, Parker's Talks on Pedagogics, Studies in Pedagogy, Morgan, Cosmic Philosophy, Fisk, Evolution of Man, Romane's; Science and Education, Huxley; Education as a Science, Bain; Development of Child, Oppenheimer; N. E. A. Reports, Report of the Committee of Ten, Report of the Committee of Fifteen, Miss Aiken's Mind Training, Public School System of the United States, Rice.

### SPRING TERM.

#### Educational Fiction.

Leonard and Gertrude, Rosseau's Emile, Richter's Levana, Evolution of Dodd, The Schoolmaster, Ascham; Translation of a Savage, Schools and Schoolmasters, Miller, Hughes' Mistakes in Teaching, A Pot of Green Feathers, Roderick Hume.

## READING OF PERIODICALS.

The leading articles in the magazines will be reported on each week in several composition classes and the students will be required to read the article assigned by the teacher. In this way the public questions will be thoroughly discussed. Current topics in newspapers will also be reported from week to week.

### Reading Room.

An excellent reading room is maintained for the school out of the fees collected for the same, and all the leading periodicals are furnished, among which are the following:

#### Monthly.

Arena
Atlantic Monthly
American School Book Journal
Bookman
Current Literature
Cosmopolitan
Educational Review
Education
Forum
Scribner's
Ladies' Home Journal
Munsey
McClure's
North American Review
New England Magazine
Public School Journal
Review of Reviews
Self Culture
Frank Leslie's
W. Va. School Journal

#### Weekly.

Ram's Horn
Pathfinder
The Nation
Independent
Public Opinion
Puck
Scientific American
Youth's Companion
*Fairmont Index
*West Union Record
*Philippi Republican
*Hampshire Review
*Keyser Echo
*Clarksburg News
*Clarksburg Telegram
*Parkersburg Journal
*Randolph Enterprise
*Parsons Advocate
*West Virginia Argus
*Wetzel Democrat

*Furnished free by the publishers to whom thanks are extended.

### Literary Societies.

Two literary societies, the Mozart and the Lyceum, are connected with the school. Both ladies and gentlemen become members of each society. Students are not compelled to join a literary society, but they are advised to do so. A literary society, properly conducted, supplies some features in education that are not likely to be supplied by any other agency. Although a rule adopted by

the Regents gives the Faculty control of the literary societies, yet this control is largely delegated to the members, and they elect their officers, assign performances, punish their own members for neglect of duty, and conduct the affairs of the societies generally, the Faculty having an oversight that will prevent any individual from being wronged, the time wasted or the school injured by any improper conduct.

The annual contest between the Normal Lyceum and Mozart Literary Society will be unusually interesting this year owing to the fact that the silver wreath which was presented by J. Willis Smith, a former student of the school, to the winning society, will be again contested for. The Mozart Literary Society won the wreath in 1899 and the Normal Lyceum in 1900.

Each society has chosen its best material for the contest, and the Normal Auditorium will be crowded to its fullest capacity on Tuesday evening, June 18th.

**Contest Programme, 1901.**

Music ..... Orchestra.

Debate—Question: Resolved, That the United States should establish a system of shipping subsidies.

To affirm: L. H. Hayhurst, Pullman, Ritchie County, W. Va.

To deny: P. S. Lawman, Aberdeen, Upshur County, W. Va.

Music ..... Orchestra.

Oration—Industrial Reform for West Virginia.....
.....Gilbert H. Musgrave, Logansport, Marion County, W. Va.

Oration—Americanism.....
.....Otto W. Ladwig, West Milford, Harrison County, W. Va.

Music ..... Orchestra.

Recitation.....Ruth Arnett, Fairmont, Marion County, W. Va.

Subject: Medley—How Widow Brown's Daughter became an Actress.

Recitation.....Cora J. Murphy, Fairmont, Marion County, W. Va.

Subject: The Massacre of Zoaster.

Music ..... Orchestra.

**Inter-Normal Contest.**

Prof. A. J. Wilkinson, a graduate of the Fairmont Normal School, class of 1884, has offered to the Normal students an opportunity to compete in oratory by offering two prizes. First prize, $25 in gold; second prize, Webster's Unabridged Dictionary. Two years he offered a prize to the member of the senior class of any

of the Normal graduates who would write the best application for a school. This prize was won by Miss Hallie Swan, of Tyler County, a graduate of the Fairmont Normal School.

On the evening of April 8, 1899, in the City of Parkersburg, the Inter-Normal Oratorical contest was held, and the prize was won by Mr. Tusca Morris, of the Fairmont Normal School. April 26th witnessed the third oratorical contest at Clarksburg. The Fairmont Normal was represented by Mr. M. D. Boland, but Shepherdstown Normal received first honors.

The fourth Inter-Normal contest was held in the City of Charleston, February 9th, 1901, the representative of the Athens Normal School winning first place.

The prize offered by Mr. G. M. Alexander to the most successful contestant in recitation and select oration, which occurred during Commencement, 1899, was won by Seymour T. Rittenhouse of the gentlemen contestants, and Otto Ladwig was second. Miss Lena Charter won first on part of ladies and Miss Gladys Debolt second.

In recitation, Miss Lena Ruttencutter won first prize, $5 in gold, and Miss Ora McCuskey second prize, $2.50 in gold.

In select oration, L. D. Dawson won first prize, $5 in gold, and G. F. Tucker second prize, $2.50 in gold.

## GYMNASIUM.

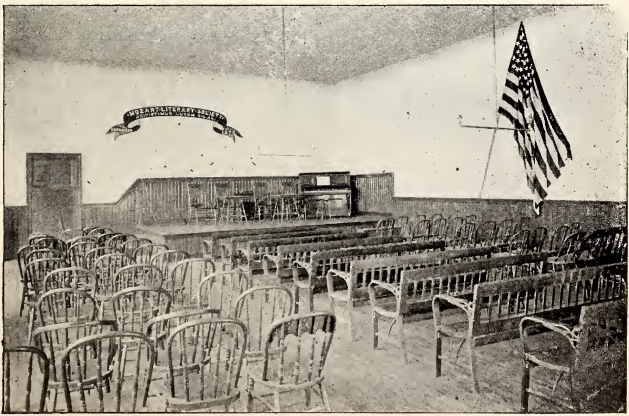
The Legislature at its session last winter made an appropriation of five hundred dollars for equipping a gymnasium. A part of this money has been expended in the boys' gymnasium and the results are very satisfactory. The apparatus consists of a striking bag, a trapeeze, chest machines, quarter circle chest machine, dumb bells, Indian clubs, and so forth. Additional apparatus will be added during the summer and fall. A splendid bath room has been fitted up for the use of the students, where they can take either a vapor bath, a shower and needle bath, or use the bath tub.

A gymnasium for the ladies will also be fitted up so all may have the opportunity to take systematic and regular exercise.

### School Journal.

The Fairmont Normal Bulletin is a monthly paper issued by the students of the school. The object is to make known the advantages of the school, and to give the Alumni and former students some idea of the progress of the Normal. The paper's local and society news is furnished by the students. The paper is designed to be self-sustaining and graduates and former graduates are requested to assist in this distribution by subscribing for the same. Subscription price fifty cents a year.

Lyceum Hall.



Mozart Hall.

### Moral Culture.

This school is strictly a State institution, and as such is in every respect unsectarian. It esteems sound morality, obedience to truth and virtue, and a courteous regard for the opinions of others as matters worthy of honorable attention. Everything that would contaminate the moral character, incur just reproach and weaken virtuous habits, is carefully guarded against. There are six churches in town, with regular Sabbath service, each having prosperous Sabbath Schools. Students are cordially welcomed to these privileges. All students are required to be present at the opening exercises of the School each day.

Abundant opportunity presents itself in the life of the School for the testing of the moral character and the exercising of those virtues which are indispensible to the teacher. The cultivation of such qualities as industry, self-denial, earnestness, and generosity is as important to the student as the development of the mental powers. The intercourse between student and teachers is characterized by sympathy and mutual helpfulness.

### Moral Requisites.

While as a State School this institution is wholly secular and its instruction has no reference to religious, sectarian or political dogmas, yet it is designed to inculcate the principles of good citizenship and honorable manhood. Each student is treated as a gentleman or lady and expected to exhibit a corresponding deportment.

No pupil can continue in this school on other conditions. It is expected that all students properly observe the Sabbath and attend church on that day with some one of the congregations of the town. No immoral, profane or dissipated person can remain a member of the institution. Parents need have no fear in this respect in sending their children to this school.

### Government.

The government of the school involves three elements:

1. It is wrong not to do right.
2. The culture of a high sense of personal honor.
3. The highest style of government is self-government.

Students who will not govern themselves connot hope, as teachers, to govern others. Each pupil is put upon his honor.

The endeavor of the Faculty is to enforce strict discipline in all departments of the school. The aim being to secure this by an appeal to the honor of the student, but in case of failure to secure the desired end in this way, the Faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not

conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

### Sessions of School.

There is one session a day, beginning at 7:30 A. M., and closing at 12:20 P. M. Study hours are two hours in the afternoon and from 7 to 10 in the evening. Students are expected to be present at the chapel exercises each morning at 9:30 o'clock and to observe study hours as above.

### Examination.

Pupils shall attend all required examinations of the year, and no pupil shall be permitted to advance without the said examination who does not attain a standing of seventy-five per cent., including class standing and examination.

Normal pupils who fail to make a standing of seventy per cent. shall forfeit their State appointment at the end of the term.

These examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge, under the supervision of the Principal. The examinations are held at irregular intervals without notice to the student and occupy only the recitation period.

Pupils applying for Normal Diplomas shall be examined two weeks before Commencement.

All students who pass examination on a branch and obtain a standing of seventy-five per cent. shall be entitled to a pass certificate which precludes the necessity of further examination on that branch.

### Diplomas.

Any person who completes the required course of study and who is of good moral character, will receive a diploma which shall entitle him upon application, without examination, to a State Certificate, good for six years, provided, he shall present satisfactory evidence to the State Board of Examiners that he has taught successfully three years in the State under a Number One County Certificate, two of which said three years shall immediately precede the application for such certificate. When the holder of this State Certificate shall present to the Board satisfactory evidence that he has taught successfully four years under this certificate, he shall be entitled to receive without examination a certificate good for twelve years. These certificates are valid in any school in the State, and are equivalent to a Number One County Certificate.

### Conditions of Graduation.

Satisfactory examinations shall be passed on all the branches required by the Course of Study. A thesis upon some educational subject shall be required of each candidate for graduation. An oration is required each term of the senior year, to be prepared and delivered under direction of the Faculty. Also a Commencement Oration is required.

### Class Honors.

The graduate receiving the highest average grade, including deportment, will be made Valedictorian of his class; the one receiving the next highest grade will be Salutatorian.

### Standard of the School.

It is the purpose of the Board of Regents and Faculty of the School to maintain a high degree of scholarship and professional training, so that those who complete the course shall be well prepared for this work.

### Positions for Teachers.

This school does not provide positions for its graduates or undergraduates, but it will aid them in securing places whenever it is possible. Trained teachers are always in demand. We have many inquiries for good teachers, and during the past year a large number of our students were engaged in teaching, and yet we had calls which we were not able to supply.

Perhaps it will be safe to say that twenty-five more teachers than we were able to furnish could have been placed in good schools at prices varying from $25 to $50 a month. So far as we are able to learn, these teachers have done their work so satisfactorily that the demand for the services of the pupils of this school is not likely to be diminished. The highest positions which are to be filled from this school are of course given to experienced and reliable teachers who graduate. This is an object of first importance and one to which careful attention is given. The demand for teachers of liberal qualification, capacity and experience is increasing in West Virginia, and the teacher who has the merit will always have the place. Thus, while it is necessary for young persons to incur expenses to gain the capacity and learning to meet the duties of a teacher in our free schools, these schools in turn furnish him the means of earning the money to pay those expenses.

### Normal Appointees.

The number of students which each county in the State shall

be entitled to appoint to the Normal Department in the State Normal Schools, free of charge for tuition, shall be as follows:

| | | | |
|---|---|---|---|
| Barbour | 90 | Mingo | 31 |
| Berkeley | 138 | Monogalia | 120 |
| Boone | 56 | Monroe | 83 |
| Braxton | 151 | Morgan | 46 |
| Brooke | 48 | McDowell | 56 |
| Cabell | 168 | Nicholas | 68 |
| Calhoun | 63 | Ohio | 300 |
| Clay | 33 | Pendleton | 63 |
| Doddridge | 90 | Pleasants | 56 |
| Fayette | 150 | Pocahontas | 53 |
| Gilmer | 71 | Preston | 143 |
| Grant | 48 | Putnam | 108 |
| Greenbrier | 135 | Raleigh | 70 |
| Hampshire | 80 | Randolph | 82 |
| Hancock | 52 | Ritchie | 123 |
| Hardy | 50 | Roane | 112 |
| Harrison | 150 | Summers | 93 |
| Jackson | 143 | Taylor | 90 |
| Jefferson | 112 | Tucker | 82 |
| Kanawha | 315 | Tyler | 90 |
| Lewis | 112 | Upshur | 93 |
| Lincoln | 82 | Wayne | 143 |
| Logan | 40 | Webster | 40 |
| Marion | 143 | Wetzel | 123 |
| Marshall | 143 | Wirt | 67 |
| Mason | 168 | Wood | 198 |
| Mercer | 120 | Wyoming | 40 |
| Mineral | 93 | | |

### Admission.

Any person of proper moral character and average intelligence may be admitted to the school at any time. The age of applicants must be—males, not less than fourteen, and females, not less than thirteen years. It is desirable that all students enrolling shall have previously completed the Common School Course of Study, but Arithmetic, Physiology and United States History may be taught whenever, in the opinion of the Principal, such may be necessary, As evidence of completion of the Common School Course, the diploma or a first or second grade county certificate will be taken or the student can pass an entrance examination.

Upon entering school, the student will be placed in such class or classes as his attainments and ability warrant. Students desiring to enter the third or fourth year classes will be permitted to do so, provided they can pass a satisfactory examination in all the branches belonging to the preceding year.

Applications for appointment to the Normal Department of the State Normal Schools should be made to the Superintendent of Free Schools of the county in which the applicant resides, and said

Superintendent shall select such number as may be entitled to the privileges of the Normal School in his county in the foregoing apportionment, subject to the approval of the State Superintendent of Free Schools. You can secure the appointment after you come to school.

Every certificate of appointment to the Normal Schools of this State shall be directed to the School which the applicant may desire to attend. The County Superintendent making such appointment shall at once notify the Principal of said School of such appointment. The Faculty of said School shall, subject to appeal to the Board of Regents, have power to vacate any appointment or certificate for non-attendance, inaptitude to learn, immorality or other good cause. In case of a certificate being thus vacated, the Faculty shall notify the County Superintendent, who issued the certificate, of such vacation; whereupon, if no appeal is taken to the State Superintendent within twenty days after the action of the Faculty, he may make an appointment to fill the vacancy thus created. Every County Superintendent shall keep a record in his office of all appointments made by him.

Each appointee shall deliver the certificate of appointment to the Principal of the Normal School to which it is directed, and the Principal shall thereupon file it with the records of the school, and enter the name of such person on the register of Normal pupils.

### Expenses.

An incidental fee of $1.50 per term is charged. This fee is due at the time of enrollment and must be paid on entering.

A method called "Rooming" is very popular here, both with the students and with the families who take boarders. It is this: The student pays so much for the furnished room and for the cooking. He supplies his own provisions. Whatever he provides is cooked, and his room is taken care of by the family just the same as it would be were he boarding. By this method the cost is reckoned at about $2.25 per week, and the only inconvenience is the matter of providing.

Students who desire to board in clubs can reduce expenses to $2.25 per week by practicing economy. Board can be obtained at rates ranging from $2.50 to $3.50 per week, including room, fuel and lights. Two persons are expected to occupy one room. Those desiring to room alone can usually do so by paying a higher price.

Tuition is now free to students in both the Normal and Academic course of study.

The following estimate of expenses is approximately correct:

| | |
|---|---|
| Tuition . . . . . | Free |
| Board, 40 weeks at $2.50 to $3.00 . | $90 to $120 |
| Washing . . . . . | 10 to 20 |
| Books and Stationery . . . | 105 to 150 |

Good rooms and excellent boarding placaes are abundant. Arrangements can be made better after arriving here than by correspondence.

### Visitors.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our Chapel Exercises, which commence at 9:30 A. M. The School belongs to the State. Show your interest in it by paying it an occasional visit.

### Directions.

Those who contemplate attending a Normal School would do well to write us. Do not hesitate to ask questions concerning the school; we like to answer them. When you have decided to attend our school, let us know how you want to board, and whether you wish to make arrangements. Let us know upon what train you will arrive, and we will meet you at the depot. If you do not know upon what train you will come, and arrive in town between the hours of 7 A. M. and 5 P. M., come to the school building.

### Advantages Summarized.

We herewith present a few reasons why the youth of West Virginia, of both sexes, who desire an education that will fit them for business, college or teaching, should attend the Fairmont State Normal School.

1. It is easily accessible, and the largest in point of attendance in Normal Course of any similar school in the State. The attendance this year is largely in excess of that of any previous year.

2. The healthfulness of the place and the sociability of the people are proverbial.

3. The Normal building is large, commodious, in thorough repair, provided with modern furniture, large blackboard surface, maps, library, lexicons, encyclopedias, physical and chemical apparatus, and musical instruments.

4. The Faculty is composed of graduates from the best schools in the country, who have added to their scholarly qualifications a varied and successful experience in teaching in both common and higher grade schools.

5. Thorough instruction in Instrumental Music and Voice Culture is given by one of the best teachers in the State.

6. In the Department of Elocution and Oratory thorough and systematic work is done by a specialist.

7. The school has an ESTABLISHED REPUTATION, and points with pride to the more than four hundred graduates, and to the nearly two thousand teachers who attended one or more terms since its organization but did not graduate, who have been and are engaged in the profession of teaching, besides the many who fill positions of trust and profit in political, business and professional life, to show the place it occupies in public esteem. The demand annually made upon the school for teachers is greater than the supply.

8. Tuition for pay pupils is lower than at any school of like grade in the country, being only $6.00 per term of thirteen weeks. State pupils, on appointment, go free.

9. Boarding is only from $2.25 to $3.50 per week. The necessary expenses need not exceed $40.00 per term of 13 weeks.

10. The course of instruction includes those branches embraced in the preparatory schools of our best colleges and universities, among which are higher mathematics and ancient languages, and those who complete this course will be admitted to the University classes without further examination.

11. A special feature is the literary work done by the students. The entire school is graded into classes, each one of which is under the direct personal care of one of the teachers. Opportunities for this work are also offered by the Literary Societies.

12. Particular attention is paid to the development of the social qualities of the students. The intermingling of the sexes in school and society work, where each one is held accountable to the law of personal honor and integrity, has been found to be productive of the most gratifying results. By these means the exercise of discipline has been reduced to the minimum, and the rule of self-government made supreme.

During the past year receptions have been held for the social benefit of the students. Upon these occasions the Faculty has been the receiving party, and they have been found to bring teachers and students much closer, as well as to render the students more intimately acquainted with one another.

# The Alumni.

This Association now numbers four hundred and eighty-five members, and holds its annual meeting, literary entertainment and banquet during the week of Commencement.

Three-fourths of the members are engaged in school work in West Virginia and other States. Coming together from their field of labor and tried as they have been by the severe test of public opinion, their reunion cannot fail to be one of cordial greeting and congratulation. This year the Alumni meeting will be held on the evening of June 20th.

It is hoped that the graduates will send reports annually of their whereabouts. The annual catalogue of the school will be mailed to those graduates who have reported during the year for which the catalogue is issued. Graduates are requested to notify the Principal of any errors in the record and of the changes in their address, or occupation.

**Officers of the Association, 1900-1901.**

President,.....E. F. Goodwin, '91
Recording Secretary,.....Lenore Bralum, '00
Corresponding Secretary,.....Clara Reinheimer, '98
Treasurer,.....Carter Faust, '97
First Vice-President,.....'T. J. Humphrey, '87
Second Vice-President,.....C. L. Shaver, '92
Third Vice-President,.....C. L. Michael, '93

**Class of 1872.**

Anna Belle Ayres (Mrs. O. S. McKinney), Palatine, Marion County. Present address, Fairmont. Taught three years.

Lucia M. Fleming (Mrs. F. E. Stewart), Fairmont, Marion County. Present address, Liberty, Nebraska. Taught nine years in the Fairmont Normal School.

Mamie Watson (Mrs. M. N. Barns), Fairmont, Marion County. Taught three years.

Hyre D. Clark, Buckhannon, Upshur County. Present address, Abington, Illinois. Minister and President of College.

Ladies, 3. Gentlemen, 1. Total number, 4.

**Class of 1873.**

Amanda Abbott, Fairmont, Marion County. Present address, Grafton, Taylor County. Taught twenty-seven years. Teacher of the Primary Department of the Grafton Public Schools.

Laura C. Arnett (Mrs. W. M. Cole), Fairmont, Marion County. Present address, Washington, D. C. Taught three years.

Amanda Fleming, Fairmont, Marion County. Teacher. Taught twenty-two years.

Alice M. Gallahue (Mrs. A. Corpenning), Eldora, Marion County. Present address, Clarksburg, Harrison County. Taught three years.

Nelia A. Lowe (Mrs. Asa Gawthrop), Eldora, Marion County. Present address, Bridgeport, Harrison County. Taught three years.

Mackie M. Manley (Mrs. Jos. Holbert), Eldora, Marion County. Teacher Fairmont Public School. Present address, Fairmont. Taught eighteen years.

Olive McClaskie (Mrs. Thomas), Moundsville, Marshall County. Taught fifteen years. Died 1888.

Fannie May (Mrs. J. Rogers), Forksburg, Marion County. Present address, Palatine, Marion County. Taught thirteen years.

Hannah J. Price, Benwood, Marshall County. Present address unknown. Taught five years. Teacher.

Gussie B. Swearingen (Mrs. Wm. Michaels), Palatine, Marion County. Taught sixteen years.

Laura C. Strider, Halltown, Jefferson County. Present address, Winchester, Va. Teacher in Ladies' Seminary.

Lucretia J. Zumbro (Mrs. Young), deceased. Fairmont, Marion County. Taught two years,

Chas. B. Bland, West Union, Doddridge County. Taught three years. Physician. Died 1885.

Chas. E. Brant, Piedmont, Mineral County. Present address, Bayard, W. Va. Merchant. Taught four years.

Archibald W. Corley, Leadsville, Randolph County. Present address, Sutton, Braxton County. Attorney-at-law. Taught four years.

John A. Fleming, Shinnston, Harrison County. Farmer. Sheriff of Harrison County. Taught three years.

U. S. Fleming, Fairmont, Marion County. Superintendent Public Schools, Parkersburg, W. Va. Taught twenty-six years.

Geo. P. Griffin, Smithfield, Pa. Attorney-at-law. Present address, unknown.

John W. Musgrove, Bunners, Marion County. Present address,

Satsup, Shahales County, Washington. Lumber Business. Taught twelve years. Farmer.

Thos. C. Miller, Fairmont, Marion County. Present address, Charleston, W. Va. State Superintendent of Free Schools. Taught thirty-four years.

J. W. May, Forksburg, Marion County. Present address, Palatine, W. Va. Farmer. Taught fourteen years.

Perry A. Sidells, Silver Hill, Wetzel County. Present address, Dallas, Texas. Attorney-at-law. Taught five years.

James A. Sharpless, Piedmont, Mineral County. Present address, Keyser, W. Va. Bank Cashier. Taught eight years.

Volney B. Trimble, Overfield, Barbour County. Present address, Hastings, Neb. Wholesale Merchant. Taught three years.

Granville B. Harvey, Evansville, Preston County. Present address, Elkins, W. Va. Physician and Merchant. Taught two years.

Ladies, 12. Gentlemen, 13. Total number, 25.

**Class of 1874.**

Mary E. Ayers (Mrs. B. L. Butcher), Palatine, Marion County. Present address, Fairmont, W. Va. Taught four years.

Sallie R. Gallahue (Mrs. John A. Fleming), Eldora, Marion County. Present address, Shinnston, Harrison County. Taught three years.

Ida Ingman, Fairmont, Marion County. Merchant. Taught six years.

Mary R. Newman (Mrs. J. U. Morgan), Pine Grove, Wetzel County. Taught five years. Merchant.

Mary L. Welty (Mrs. Wm. Morgan), Fairmont, Marion County. Taught five years. Died 1898.

Bennett H. Butcher, Lockhart's Run, Wood County. Attorney-at-law.

Bernard L. Butcher, Huttonsville, Randolph County. Present address, Fairmont, W. Va. Attorney-at-law. Taught five years.

Lloyd L. Drummond, died 1878, Farmington, Marion County. Taught three years.

French M. Ferrell, Big Bend, Calhoun County. Present address, Burnt House, Ritchie County. Merchant. Taught five years.

J. R. C. Hustead, Simpson, Taylor County. Present address, Seibert County, Colo. Taught twenty-four years. Teacher.

Esdras Ludwig, Purgittsville, Hampshire County. Present address, Berkeley Springs, Morgan County. Minister. Taught two years.

Patrick Lavelle, died August 24, 1874, Knob Fork, Wetzel County. Teacher.

John Taylor, Purgittsville, Hampshire County. Taught fourteen years. Teacher.

James W. Newman, Knob Fork, Wetzel County. Present address, New Martinsville, Wetzel County. Attorney-at-law. Taught three years.

Jesse L. Newman, Knob Fork, Wetzel County. Present address, Littleton, Wetzel County. Merchant. Taught thirteen years.

M. Hamilton Steele, Pleasant Valley, Monongalia County. Farmer and Teacher. Taught twenty-three years.

Ezekiel Trickett, Pleasant Valley, Monongalia County. Present address, Fairmont, Marion County. Merchant. Taught ten years.

James M. Springston, died 1875, Troy, Gilmer County. Minister and Teacher.

Alpheus R. Smith, died August 4, 1874, Weston Lewis County. Teacher.

Ladies, 5. Gentlemen, 14. Total number, 19.

**Class of 1875.**

Maggie E. Barnes (Mrs. Dr. A. G. Reger), Fairmont, Marion County. Taught two years.

Jennie Hall (Mrs. W. J. Lynch), Fairmont, Marion County. Present address, Harrisville, Ritchie County. Taught two years.

Hattie M. Hall, deceased, Fairmont, Marion County.

Samantha Hall, deceased, Fairmont, Marion County.

Lucy Haymond (Mrs. Deering, Fairmont, Marion County. Present address, Morgantown, W. Va.

Luella Hall, Fairmont, Marion County. Present address unknown. Teacher.

Mary R. Watson (Mrs. Conrad A. Sipe), Fairmont, Marion County. Taught one year.

Sallie Summers (Mrs. Chas. H. Taney), Fairmont, Marion County. Present address, Wheeling, W. Va. Taught two years.

Belle Swearengen (Mrs. Payne), Palatine, Marion County. Teacher. Taught seventeen years.

Jennie L. Sinnett, Harrisville, Ritchie County. Teacher. Taught twenty-two years.

Mary R. Lowe, Eldora, Marion County. Teacher. Taught thirteen years.

Cyrus H. Scott, Huttonsville, Randolph County. Present address, Elkins. Attorney-at-law. Taught three years.

M. R. Stout, Bridgeport, Harrison County. Farmer. Taught eight years. Died 1901.

W. H. Pilchard, Letart, Mason County. Present address unknown. Taught one year.

Jared L. Wamsley, Huttonsville, Randolph County. Present address, Beverly, W. Va. Attorney-at-law. Taught three years.

Matthew L. Wamsley, Valley Bend, Randolph County. Merchant. Taught three years. Died 1899 British Columbia.

Lee P. Watson, White Day, Monongalia County. Attorney-at-law. Died February 8, 1900.

Charles M. Watson, died October, 1899, Fairmont, Marion County.

W. S. Fleming, Fairmont, Marion County. Present address, Pittsburg, Pa. Clergyman. Taught five years.

F. P. Heskett, Bethesda, Ohio. Present address unknown. Taught thirteen years. Teacher.

Albert Johnson, Grantsville, Calhoun County. Taught ten years. Teacher.

Charles E. Manley, Eldora, Marion County. Present address, Fairmant, W. Va. Clerk of the County Court. Taught four years.

W. O. Atkeson, Buffalo, Putnam County. Present address, Butler, Mo. Attorney-at-law. Editor Butler Free Press. Taught five years.

Thos. N. Parks, Conway, Tyler County. Present address, Fairmont, W. Va. Attorney-at-law. Taught four years.

U. E. Morgan, deceased, Farmington, Marion County. Attorney-at-law.

Cassius A. Law, deceased, Jane Lew, Lewis County. Minister.

Perry Marteny, deceased, Bunnersville, Barbour County. Teacher.

J M. Prickett, Fairmont, Marion County. Present address, same. Civil Engineer. City Engineer Fairmont. Taught ten years.

Richard V. Bosley, deceased, Claysville, Mineral County. Teacher. Taught eleven years.

T. Madison Broadus, Roxalana, Roane County. Present address, Gordonsville, Virginia. Pharmacist. Taught eight years.

J. V. Blair, New Milton, Doddridge County. Present address, West Union, Doddridge County. Attorney-at-law. Taught two years.

James I. Ewers, Springfield, Hampshire County. Present address, Higginsville, Hampshire County. Farmer. Taught one year.

L. Bruce Fleming, Fairmont, Marion County. Present address, Poneto, Indiana. Farmer. Taught twenty years.

Ladies, 11. Gentlemen, 22. Total number, 33.

**Class of 1876.—Centennial Class.**

Florence M. Butcher (Mrs. J. L. Wamsley), Huttonsville, W. Va. Present address, Beverly, W. Va. Taught six years.

Belle Caldwell (Mrs. Culbertson), Wheeling, W. Va. Present address unknown.

Florence I. Grayum, Malden, Kanawha County. Present address, Charleston, W. Va. Teacher in Charleston Public Schools and Supervisor of Drawing. Taught twenty-three years.

Lizzie Howell (Mrs. Allen), Colfax, Marion County. Present address, Astor, Taylor County. Taught four years.

Lydia V. Joseph, Joseph's Mills, Tyler County. Taught seventeen years. Present address, Deep Valley, W. Va.

Ann M. Manley (Mrs. J. R. Southern), Eldora, Marion County. Taught six years.

Annie E. Richards, Palatine, Marion County. Taught twenty-five years. Teacher.

Leah Swearingen (Mrs. C. R. Madera), Colfaxa, Marion County. Present address, Wheeling, W. Va.

Florence M. Swearingen (Mrs. W. D. Zinn), Colfax, Marion County. Present address, Philippi, Barbour County. Taught nine years.

Carrie V. Zumbro (Mrs. J. W. Upton), Fairmont, Marion County. Taught two years.

B. W. Cowen, Smithton, Doddridge County. Present address, Greenwood, Doddridge County. Taught five years. Farmer.

Arthur L. Cox, Fairmont, Marion County. Present address, Sweetbrier, Texas. Taught eleven years. Teacher.

George W. Ice, Teater's Mills, Doddridge County. Present address, Center Point, Doddridge County. Farmer. Taught twenty-one years.

John M. Joliffe, Uffington, Monongalia County. Farmer. Taught six years.

Anthony S. Loveall, Greenwood, Doddridge County. Present address, Sereno, Iowa. Minister. Taught six years.

John M. Lowe, Pine Grove, Wetzel County. Present address unknown. Taught seven years.

James E. Mercer, Grey's Flats, Marion County. Present address, Brimfield, Illinois. Minister. Taught five years.

I. C. Ralphsnyder, Arnettsville, Monogalia County. Present address, Fairmont, Marion County. Attorney-at-law. Taught four years.

P. Clinton Vineyard, Roxalana, Roane County. Present address, unknown. Taught ten years. Teacher.

Alonzo A. Waters, Laurel Point, Monogalia County. Present address, Illinois. Minister. Taught five years.

Ladies, 10. Gentlemen, 10. Total number, 20.

**Class of 1877.**

Fannie Burns (Mrs. McKee), Fairmont, Marion County. Present address, Towanda, Pa. Taught thirteen years.

Jesse L. Grove (Mrs. Chas. E. Manley), Flemington, Taylor County. Present address, Fairmont, Marion County. Taught three years. Recording Clerk, County Clerk's Office.

Sue E. Hall, Fairmont, Marion County. Compositor and Proof-Reader.

Mary E. Long (Mrs. J. E. Parsons), Springfield, Hampshire County. Present address, Grafton, Taylor County. Merchant.

Addie E. Swisher (Mrs. S. H. Smith), South Branch, Hampshire County. Present address, Petersburg, Grant County. Taught six years.

Elias S. Amos, Rivesville, Marion County. Present address, Fairmont, Marion County. Teacher in Fairmont Schools. Taught twenty-four years.

John W. Beall, Elm Grove, Ohio County. Present address unknown. Taught five years.

Benjamin W. Boggess, Lumberport, Harrison County. Present address, Clarksburg, Harrison County. Assistant Cashier in Bank. Taught seven years.

James G. Copin, deceased, Pruntytown, Taylor County. Taught two years. Teacher.

James W. Chesney, Sistersville, Tyler County. Present address, Fairmont, Marion County. Physician. Taught six years.

John F. Dixon, Piedmont, Mineral County. Present address, Keyser, Mineral County. Capitalist. Taught seven years.

Columbus Ford, Pruntytown, Taylor County. Farmer. Taught four years.

John Lavelle, Uniontown, Wetzel County. Merchant. Taught five years.

Hanson G. Lawson, deceased, Clarksburg, Harrison County. Teacher.

John W. McDougal, Pennsboro, Ritchie County. Dentist. Present address, Missouri. Taught three years.

Henry L. Miller, Palatine, Marion County. Present address, Glendive, Montana. Conductor on R. R. Taught three years.

Okey J. Moore, Sistersville, Tyler County. Present address, Greeley, Colorado. Minister. Taught three years.

J. W. Newlon, Pruntytown, Taylor County. Present address, Piedmont, Mineral County. R. R. Agent. Taught twelve years.

Howard N. Ogden, Fairmont, Marion County. Present address, Chicago, Ill. President of Chicago Law School. Attorney-at-law. Taught six years.

Charles T. Price, West Milford, Harrison County. Died 1879.

Chas. H. Rector, Pruntytown, Taylor County. Present address, Grafton, Taylor County. Real Estate Agent. Taught seven years.

B. F. Ramage, West Milford, Harrison County. Present address, Fairmont, Marion County. Circuit Court Clerk. Taught twelve years.

Bruce V. Vandervort, Morgantown, Monongalia County. Present address, Jamestown, Ohio. Taught twelve years. Horticulturist.

Ladies, 5. Gentlemen, 18. Total number, 23.

**Class of 1878—Blair Class.**

Lillian Davidson (Mrs. Will Coplin), Pruntytown, Taylor County. Taught five years.

Fannie E. Pride (Mrs. T. N. Parks), Fairmont, Marion County. Taught five years. Secretary State W. C. T. U.

Jennie C. Graham (Mrs. J. G. Greenawalt), Masontown, Preston County. Present address, Bartow, Florida. Teaching. Taught Fourteen years.

Willa Grove, Flemington, Taylor County. Present address, Cape Nome, Alaska. Taught three years.

Dora D. Swisher (Mrs. W. S. Meredith), deceased, Fairmont, Marion County.

Edward P. Brand, Laurel Point, Monongalia County. Minister. Taught eight years.

John Buchanan, Keyser, Mineral County. Teacher. Present address, Berkeley Springs, Morgan County. Taught twenty years.

J. H. Fitzwater, Beverly, Randolph County. Present address, Van Wert, Ohio. Presiding Elder Defiance District. Taught three years.

W. S. Meredith, Oil City, Wirt County. Present address, Fairmont, Marion County. Attorney-at-law. Taught five years.

A. B. McCarty, Lumberport, Harrison County. Present address, Buckhannon, Upshur County. Lumber Dealer. Taught three years.

W. L. Courtwright, deceased, Palatine, Marion County. Teacher.

Chas. A. Steele, Fairmont, Marion County. Present address, Pittsburg, Pa. Insurance Agent. Taught three years.

L. M. Wade, Laurel Point, Monongalia County. Present address, Sutton, Braxton County. Attorney-at-law. Taught three years.

Ladies, 6. Gentlemen, 8. Total number, 14.

**Class of 1879.—Dickey Class.**

Ida Abbott, Fairmont, Marion County. Teacher. Taught eighteen years.

Ida E. Burns, Fairmont, Marion County. Taught four years. At home.

Florence N. Couchman (Mrs. C. Chas. Keedy), Martinsburg, Berkeley County. Taught five years.

Hattie Cooper (Mrs. Clark Gallahue), Palatine, Marion County. Present address, Spencer, Roane County. Taught nine years.

Sallie E. Fleming (Mrs. Will Nuzum), Fairmont, Marion County. Merchant. Taught five years.

Mary A. Clark (Mrs. J. H. Fitzwater), Shinnston, Harrison County. Present address, Van Wert, Ohio. Taught four years.

Mollie J. Holt, Fetterman, Taylor County. Taught twenty-one years. Teacher.

Mollie Hindman (Mrs. Andrew Ross), Palatine, Marion County. Present address, White Day. Taught two years.

Mary M. Manley (Mrs. C. Short), Eldora, Marion County. Taught three years.

Verona Maple (Mrs. Linn Brannon), Mannington, Marion County. Present address, Glenville, Gilmer County. Taught sixteen years.

Martha Manley (Mrs. Ed. Curry), Eldora, Marion County. Taught one year.

Richard Adair, Parkersburg, Wood County. Architect. Taught eleven years.

Stark L. Baker, Beverly, Randolph County. Miller. Taught two years. State Senator of the Ninth District.

J. Walter Barnes, Fetterman, Taylor County. Present address, Fairmont, W. Va. Principal Fairmont State Normal School. Director N. E. A. for West Virginia. Taught twenty years.

Charles E. Batson, Webster, Taylor County. Present address, Cairo, Ritchie County. Traveling Salesman. Taught one year.

C. H. Davis, New Milton, Doddridge County. Present address unknown. Taught seven years.

George S. Arnold, Burlington, Mineral County. County Superintendent. Minister. Taught twelve years.

Otto Sinsel, Webster, Taylor County. Manager Grafton Coal and Coke Co. Store, Sand Lick, W. Va. Taught three years.

Lloyd Hansford, St. George, Tucker County. Present address, Parsons, Tucker County. Attorney-at-law. Taught eight years.

E. E. Mercer, Fairmont, Marion County. Principal Fairmont High School. Taught twenty years.

W. B. Cookman, deceased, Jane Lew, Harrison County. Taught two years. Teacher.

Marcus M. Ross, Canton, Marion County. Present address, Nashville, Tenn. Secretary Southwestern Publishing Co. Teacher in Southern Law College. Director N. E. A. for Tennessee. Taught twenty-three years.

J. P. Scott, Simpson, Taylor County. Present address, Parsons, Tucker County. Attorney-at-law. Taught ten years.

John R. Stout, died 1881, Bridgeport, Harrison County. Teacher.

W. S. Hennen, Palatine, Marion County. Present address, Washington, D. C. Printer. Taught three years.

Ladies, 11. Gentlemen, 14. Total number, 25.

**Class of 1880.—Elizabethan Class.**

Cora B. Billingslea (Mrs. Thomas), Palatine, Marion County. Present address, Cottonwood Falls, Kansas. Taught five years.

Laura C. Dunnington (Mrs. F. E. Nichols), Fairmont, Marion County. Taught fifteen years.

Lulu V. Hall, deceased, Fairmont, Marion County.

Eva Hennen (Mrs. Walter Mestrezat), Palatine, Marion County. Present address, Morgantown, W. Va. Taught six years.

Mattie Lough, Cedar Valley, Monongalia County. Present address, unknown. Physician. Taught five years.

Belle M. Swisher (Mrs. Virgil Vandervort), South Branch, Hampshire County. Taught four years.

Etta Watson, Fairmont, Marion County. Horticulture. Present address, Morgantown, W. Va. Taught two years. At home.

W. I. Barrett, Parkersburg, Wood County. Farmer. Taught four years.

Oliver Cook, Silver Hill, Wetzel County. Present address, Cameron, Marshall County. Editor and Publisher. Taught five years.

V. B. Richardson, deceased, Bridgeport, Harrison County. Teacher.

John O. Thrush, Ridgeville, Mineral County. Present address, ——, Iowa. Minister. Taught one year.

J. Scott Vandervort, Weston, Lewis County. Assistant Cashier Citizens' Bank.

Ladies, 8. Gentlemen, 5. Total number, 13.

**Class of 1881.—Hatchet Class.**

Kate Ebert, Fairmont, Marion County. Merchant. Taught seven years.

Nannie R. Reynolds (Mrs. Corder), Wilsonburg, Harrison County. Taught four years. Present address, Astor, Barbour County.

Mollie Hall (Mrs. Starkey), Fairmont, Marion County. Present address, Smith Lake, Minn. Taught twelve years.

Francis A. Barnes, Palatine, Marion County. Taught three years. Teacher. Died December, 1885.

D. C. Holland, deceased, Webster, Taylor County. Teacher.

J. L. Bosworth, Beverly, Randolph County. Present address, Huttonsville. Physician. Taught two years.

A. S. Bosworth, Beverly, Randolph County. Present address, Elkins, W. Va. Physician. Taught five years.

W. M. Blair, Clarksburg, Harrison County. Present address, Salem, Harrison County. Baptist minister. Taught twenty-one years.

F. J. Brock, Arnettsville, Monongalia County. Present address, Morgantown. Manager Acme Book Store. Taught four years.

Thomas L. Daniels, Beverly, Randolph County. Present address, Womelsdorf. Taught four years. Physician.

Alva S. Grimm, Bearsville, Tyler County. Present address, St. Mary's, Pleasants County. Physician. Member Board of Pension Examiners. Taught six years.

S. W. Martin, Silver Hill, Wetzel County. Taught five years. Teacher. Died 1885.

E. C. Ravenscraft, Kingwood, Preston County. Present address, Chicago, Ill. Lawyer. Lecturer in Chicago Law School. Taught eleven years.

Claude Shannon, Smithton, Doddridge County. Lumber Merchant. Taught five years.

Chas. E. Taylor, Ridgeville, Mineral County. Teacher. Taught eighteen years.

A. F. Wilmoth, Kerns, Randolph County. Present address, Elkins. Taught fourteen years. Merchant and Salesman Furniture Company.

O. H. Woofter, Parkersburg, Wood County. Passenger Conductor Ohio River Rail Road. Taught eight years.

T. J. Woofter, Parkersburg, Wood County. Present address, Macon, Ga. Professor Mathematics Mercer University. Taught sixteen years.

Ladies, 3. Gentlemen, 15. Total number, 18.

**Class of 1882.—Lyceum Class.**

Ida M. Engleby (Mrs. Andrews), deceased, Lonaconing, Md.

Anna L. Hall (Mrs. Aug. Vockradt), Fairmont, Marion County. Present address, Pittsburg, Pa.

Olive M. Ross, Canton, Marion County. Present address, Ashville, N. C. Teacher Female College. Taught fourteen years.

Alice Ross, Canton, Marion County. Taught six years. At home.

Belle C. Wilderman, Frostburg, Md. First Assistant, Union School, Cumberland, Md. Teacher. Taught eighteen years.

Albert Hoff, deceased, Quiet Dell, Harrison County. Taught three years. Merchant.

L. H. Sturm, Farmington, Marion County. Farmer. Taught five years.

Howard J. Wagoner, Romney, Hampshire County. Real Estate Agent and Attorney-at-law. Taught eleven years.

W. G. Wilson, Palatine, Marion County. Speaker House of Delegates. Present address, Elkins, Randolph County. Attorney-at-law. Taught eight years.

Ladies, 5. Gentlemen, 4. Total number, 9.

**Class of 1883.**

Jeannette E. Carter, Mt. Harmony, Marion County. Teacher in California. Taught ten years.

Lummie H. High (Mrs. Richards), Romine's Mills, Harrison County. Present address, Palatine, Marion County. Taught two years.

Rosa L. Kinney (Mrs. Conoway), Barnesville, Marion County. Present address, unknown. Taught three years.

Ida P. Swindler (Mrs. Bartlett), Grafton, Taylor County. Taught nine years.

Mary M. Burns, deceased, Fairmont, Marion County. Taught two years. Teacher.

M. S. Blair, Romine's Mills, Harrison County. Present address, Anthony, Kansas. Principal of Schools. Taught fifteen years.

P. L. Glover, Uniontown, Wetzel County. Present address, Bloomingdale, Ohio. Minister. Taught five years.

Will S. Mayers, Fairmont, Marion County.

H. C. Ogden, Fairmont, Marion County. Present address, Wheeling, W. Va. Editor "Wheeling News." Member Board of Regents State Normal Schools.

C. L. Reynolds, Pruntytown, Taylor County. Farmer.

Robert Shultice, Piedmont, Mineral County. Present address, Norfolk, Va. Attorney-at-law. Commonwealth's Attorney. Taught one year.

Leroy Swann, Middlebourne, Tyler County. Present address, Pittsburg, Pa. Civil Engineer. Taught four years.

Ladies, 5. Gentlemen, 7. Total number, 12.

**Class of 1884.—U. S. Fleming Class.**

Ollie M. Basnett, Basnett, Marion County. Teacher. Taught fourteen years.

Alice L. Paul (Mrs. Smoot), Newburg, Preston County. Present address, Prestonia, W. Va. Taught six years.

J. W. Bunner, Boothsville, Marion County. Present address, Monongah, W. Va. Monongah Coal Company. Taught ten years.

J. D. Joseph, Joseph's Mills, Tyler County. Present address, Whitewater, Kansas. Assistant Bank Cashier. Taught eight years.

H. G. Linn, Benton's Ferry, Marion County. Taught three years. Attorney-at-law, Fairmont. Died 1898.

C. H. Mayers, Fairmont, Marion County. Present address, Washington, D. C.

J. N. Mercer, Gray's Flats, Marion County. Present address, Oneals, California. Taught five years. Teacher.

C. M. Wilson, Wadestown, Monongalia County. Present address, unknown. Taught eight years. Teacher.

A. J. Wilkinson, Bridgeport, Harrison County. Present address, Grafton, W. Va. With American Book Company. Taught twelve years.

Ladies, 2. Gentlemen, 7. Total number, 9.

**Class of 1885.—Cameron Class.**

May McKinney (Mrs. P. L. Glover), Palatine, Marion County. Present address, Bloomingdale, Ohio. Taught three years.

A. F. Ballah, Gray's Flats, Marion County. Present address, Broomfield, Neb. Insurance Agent. Taught seven years.

J. S. Furbee, Mannington, Marion County. Merchant. Taught two years.

F. P. Harris, Reedsville, Roane County. Present address, Ravenswood. Field Agent Ohio Valley College. Taught twenty years.

Stuart F. Reed, Elk City, Barbour County. Present address, Clarksburg. Postmaster at Clarksburg. Taught three years.

C. B. Riggle, Middlebourne, Tyler County. Attorney-at-law. Taught eight years.

S. J. Satterfield, Palatine, Marion County. Farmer. Taught six years.

Ladies, 1. Gentlemen, 6. Total number, 7.

**Class of 1886.—Representative Class.**

Mattie O. Fitzgerald, deceased, Fairmont, Marion County. Teacher.

Columbus J. Allen, Shirley, Tyler County. Present address, Lima, Tyler County. Merchant. Taught thirteen years.

J. N. Anglin, Weston, Lewis County. Present address, unknown. Taught five years.

D. H. Hamrick, Bergoo, Webster County. Present address, Mingo, Randolph County. Teacher and Surveyor. Taught fourteen years.

S. C. Higgins, West, Wetzel County. Teacher. Taught eleven years.

T. E. Maxwell, deceased, St. George, Tucker County. Taught thirteen years. Teacher.

Charles W. Robinson, Philippi, Barbour County. Present address, Fairmont, Marion County. National Bank Examiner. Taught eight years.

H. B. Scranage, Pruntytown, Taylor County. Farmer. Taught five years.

S. J. Snyder, Arnettsville, Monogalia County. Carriage Manufacturer. Present address, Fairmont, W. Va. Taught thirteen years.

Blain W. Taylor, Elkins, Randolph County. Present address, Washington, D. C. Chief Clerk P. O. Department. Taught thirteen years.

Ladies, 1. Gentlemen, 9. Total number, 10.

Each member being from a different county.

**Class of 1887.—Kite Class.**

(Nulli Secundus.)

Sue M. Johnson, Keyser, Mineral County. Teacher. Taught thirteen years.

Mary E. Knight (Mrs. Homer J. Price), Rivesville, Marion County. Present address, Fairmont, Marion County. Taught nine years.

F. B. Burke, Parkersburg, Wood County. Attorney-at-law. Taught seven years. County Superintendent.

Charles W. Evans, Fetterman, Taylor County. Present address, Fairmont. Insurance Agent. Taught thirteen years.

Thomas J. Humphrey, Meadland, Taylor County. Teacher Fairmont Normal School. Taught fourteen years.

G. W. C. Miller, Barrackville, Marion County. Teacher Fairmont Normal School. Taught ten years.

Hugh F. Smith, Fairmont, Marion County. Taught two years. Assistant Cashier Bank of Fairmont.

Lloyd D. Swisher, Rockford, Harrison County. Taught two years. Farmer.

Ladies, 2. Gentlemen, 6. Total number, 8.

**Class of 1888.**

Grace L. Barnes (Mrs. Boggess), Boothsville, Marion County. Present address, Lumberport, Harrison County. Taught three years.

Sadie E. Brodie (Mrs. H. B. Scranage), Fairmont, Marion County. Present address, Pruntytown, Taylor County. Taught two years.

Gypsy Fleming (Mrs. Chas. E. Ward), Fairmont, Marion County. Present address, Charleston, W. Va.

Mintie Moore (Mrs. Nick Fisher), Fountain Springs, Wood County. Present address, Fairmont, Marion County. Taught seven years.

Nellie E. Sipe (Mrs. Fulton), Pittsburg, Pa. Taught two years.

Maxwell Adams, St. George, Tucker County. Professor of Chemistry, Chico Normal School, Chico, California. Taught seven years.

Grant S. Bond, Brushy Run, Pendleton County. Present address, Walla Walla, Washington. Principal of School and County Superintendent. Taught sixteen years.

Amos L. Demoss, Halleck, Monongalia County. Taught nine years. Deputy Sheriff Monongalia County.

Samuel G. Graham, Masontown, Preston County. Present address, Bartow, Florida. Taught seven years. Fruit Farmer.

Carney Hartley, Fairmont, Marion County. Mechanical Engineer, South Chicago, Ills.

Ulysses I. Jenkins, Johnston, Harrison County. Teacher Ravenswood College, Ravenswood, W. Va. Taught twenty years.

Joseph A. Thomas, deceased, Mannington, Marion County. Teacher.

Chas. M. Walter, Webster, Taylor County. Present address, Allentown, Pa. Book-keeper Street Railway Company. Taught one year.

Clement V. Morrow, Anderson, Hancock County. Present address, Penrith, W. Va. With Bridgewater Gas Company. Taught two years.

Ladies, 5. Gentlemen, 9. Total number, 14.

**Class of 1889.—Washington Centennial Class.**

Sarah E. Meredith, Fairmont, Marion County. Teacher High School. Taught fifteen years.

Alice Josephine Ohley, Palatine, Marion County. Present address, Fairmont, W. Va. Editor Woman's Edition Fairmont Index. Teacher Fairmont Public School. Taught fifteen years.

George W. Bland, West Union, Doddridge County. Attorney-at-law. Taught eight years.

Wilson J. Camden, Fairmont, Marion County. Present address, Baltimore, Md. Attorney-at-law.

William A. Haggerty, Palatine, Marion County. Student Theology, Boston University, Boston, Mass. Taught eight years.

Brice H. Hall, Fairmont, Marion County. Present address, St. Mary's, W. Va. Taught eight years. Oil operator.

Harvey W. Harmer, Shinnston, Harrison County. Present address, Clarksburg, Harrison County. Attorney-at-law. Taught four years. State Senator, Third Senatorial District.

Edwin Fay Hartley, Fairmont, Marion County. Attorney-at-law. City Solicitor.

Letcher C. Jones, Barrackville, Marion County. Present address, Fairmont, Marion County. Constable Fairmont District. Taught thirteen years.

William H. Malette, Palatine, Marion County. Present address, Oakland, Md. Merchant. Taught four years.

Harvey E. Manley, Fairmont, W. Va. Died June 12th, 1899.

Clarence E. Mayers, Fairmont, Marion County. Electrician.

Ernest McCoy, Fairmont, Marion County. Proprietor Steam Laundry, Fairmont.

Ira E. Robinson, Philippi, Barbour County. Present address, Grafton, Taylor County. Attorney-at-law. Taught two years. Member Board of Regents State Normal Schools.

John C. Shaw, Kasson, Barbour County. Present address, West Liberty, W. Va. Teacher West Liberty Normal School. Taught ten years.

Ladies, 2. Gentlemen, 13. Total number, 15.

**Class of 1890.—Barnes Class.**

Sallie Denham, Lumberport, Harrison County. Teacher. Taught ten years. Died 1900.

Lillie Elliott, Tera Alta, Preston County. Present address, Kingwood, W. Va. Teacher. Taught twelve years.

Ida W. Fleming (Mrs. Walton Miller), Fairmont, Marion County.

Lucy Helmick (Mrs. John Scott Pierpont), Palatine, Marion County. Present address, Harrisville, W. Va. Taught eight years.

Mary Stewart (Mrs. Richard Fox), Arnettsville, Monongalia County. Taught three years. Died April, 1900.

Ida Belle Holbert (Mrs. Peppers), Eldora, Marion County. Present address, Bristol, W. Va. Taught six years.

Louisa F. Moderwell (Mrs. E. F. Hartley), Chicago, Ill. Present address, Fairmont, W. Va.

Thankful J. Liston, Bruceton, Preston County. Teacher. Taught fourteen years.

Anna G. Watson (Mrs. Chas. Rohrabaugh), Marion County. Present address, Kitmunde, Ills. Taught eight years.

Minnie E. Lloyd, Palatine, Marion County. Teacher Palatine Graded School. Taught nine years.

Isabella Rennie (Mrs. Samuel Boehm), Fairmont, Marion County. Present address, Glover's Gap, Marion County. Taught four years.

Lloyd W. Brown, Pruntytown, Taylor County. Taught nine years. Teacher.

William J. Carney, Silver Hill, Wetzel County. Present address, Moundsville, W. Va. Dentist. Taught six years.

Carus L. Cookman, Etna, Lewis County. Taught six years. Physician.

Boyd A. Coplin, Market, Doddridge County. Teacher. Taught nine years.

Harvey A. Goodwin, deceased, Cherry Camp, Harrison County. Taught four years. Teacher.

George B. Graham, Masontown, Preston County. Present address, Bartow, Florida. Taught eleven years. Fruit farmer.

R. E. L. Hutchinson, Leroy, Jackson County. Present address, Huntington, W. Va. Attorney-at-law. Taught four years.

J. O. Martin, Middlebourne, Tyler County. Taught twelve years. Died 1899. Teacher.

Harvey T. Lovett, Freemansburg, Lewis County. Present address, Huntington, W. Va. Attorney-at-law. Taught two years.

D. Manley Morris, Cherry Camp, Harrison County. Taught three years.

D. E. Phillips, Meadowville, Barbour County Professor of Philosophy and Education in Denver University, University Park, Denver, Colorado. Taught eleven years.

Joseph Reed, Boothsville, Marion County. Taught six years. Merchant.

Virgil C. Snodgrass, Pullman, Ritchie County. Present address, Deer Walk, W. Va. Taught eight years. Teacher.

Ladies, 11. Gentlemen, 13. Total number, 24.

**Class of 1891.—Roemer Class.**

F. Irene Harshbarger, Tunnelton, Preston County. Teacher in Tunnelton Graded School. Taught nineteen years.

Florence B. Jolliff (Mrs. Nixon), Uniontown, Wetzel County. Present address, Boothsville, Marion County.

Ina Forest Nelson, Capon Bridge, Hampshire County. Taught eight years.

Charlotte J. Wilson (Mrs. R. E. L. Bowie), Fairmont, Marion County. Present address, Cumberland, Md. Taught five years.

Maud Pugh, Pleasant Dale, Hampshire County. Present address, Romney, W. Va. Taught thirteen years. Teacher.

Gertrude Thompson (Mrs. Morgan Lemasters), Laurel Point, Monongalia County. Present address, Illinois. Taught nine years.

Guy Bartlett, Fairmont, Marion County. Present address, Walla Walla, Washington. Law student. Taught ten years.

William J. Brand, Saulsbury, Wood County. Present address, Denver, Col. Clerk. Taught six years.

A. B. Cornwell, Kasson, Barbour County. Present address, Dent, Barbour County. Farmer. Taught eleven years.

The Auditorium

E. Forest Goodwin, Bridgeport, Harrison County. Principal State Normal School, Athens, Mercer County, W. Va. Taught eight years.

W. Frank Stout, Bridgeport, Harrison County. Attorney-at-law. Clarksburg, W. Va. Taught three years.

Jacob N. Yates, Palatine, Marion County. Yardmaster B. & O. R. R., Grafton, Taylor County. Taught one year.

Ladies, 6. Gentlemen, 6. Total number, 12.

**Class of 1892.—Columbian Class.**

Cora J. Binns (Mrs. George M. Ralphsnyder), Fairmont, Marion County. Taught six years.

Alcinda Cochran, Meadland, Taylor County. Teacher. Taught seventeen years.

Effie Denham, Lumberport, Harrison County. Teacher. Taught ten years.

Fannie Horn (Mrs. Monroe), Capon Bridge, Hampshire County.

Bertie Hall (Mrs. Vennard), Fairmont, W. Va. Taught ten years. Died 1901.

Cora Pritchard, White Oak, Ritchie County. Present address, Oxford, Ritchie County. Teacher. Taught nine years.

Claudie Rice (Mrs. Will W. Scott), Palatine, Marion County. Taught three years.

Jennie C. Wilson, Fairmont, Marion County. Present address, Cumberland, Md.

Charles F. Amos, Rivesville, Marion County. Present address, Lumberport, W. Va. Physician. Taught four years.

Virgil I. Allen, Center Point, Doddridge County. Merchant and Postmaster. Taught six years.

Lonna D. Arnett, Lowesville, Monongalia County. Teacher Shepherdstown Normal School, Shepherdstown, W. Va. Taught seven years.

David L. Clayton, Rivesville, Marion County. Railway Postal Clerk. Taught six years.

Lucian R. Gray, Palatine, Marion County. Job Printer.

Hal Hall, Fairmont, Marion County. Physician. Taught three years.

Frank E. Jarvis, Camden, Lewis County. Principal Weston Public Schools. Taught seventeen years.

R. B. Smith, Boothsville, Marion County. Present address, Walla Walla, Washington. Teacher. Taught twelve years.

H. L. Swisher, South Branch, Hampshire County. President Acme Publishing Company, Morgantown, W. Va. Taught four years.

Lawrence S. Maulsby, Fairmont, Marion County. Died in 1893. Taught two years.

Christian R. Martin, Middlebourne, Tyler County. Attorney-at-law. Taught five years.

R. F. McIntire, Eldora, Marion County. Taught three years. Died 1896.

Clay N. Pew, Buckhannon, Upshur County. Taught six years. Lawyer.

D. L. Stalnaker, Valley Furnace, Barbour County. Taught six years. Died 1898.

Imboden Stalnaker, Valley Furnace, Barbour County. Present address, Harmon, Randolph County. Merchant. Taught six years.

F. Marion Smith, Boothsville, Marion County. Present address, Washington, D. C. Clerk. Taught six years.

C. L. Shaver, Seven Pines, Marion County. Attorney-at-law, Fairmont, W. Va. Taught three years.

U. A. Vincent, Shinnston, Harrison County. Teacher. Taught eight years.

Stark L. White, Camden, Lewis County. County Superintendent. Taught five years.

Ladies, 8. Gentlemen, 19. Total number, 27.

**Class of 1893.—Omega-Alpha Class.**

Ida M. Amos, Fairmont, Marion County. Teacher Fairmont Schools. Taught seven years.

Mabel L. Hall, Fairmont, Marion County. Teacher. Taught ten years.

Rosa E. Holbert (Mrs. J. Jay Thomas), Monongah, Marion County. Present address, Scott Haven, Pa. Taught five years.

Annie Laurie Linn (Mrs. George M. Ford), Keyser, Mineral County. Present address, Athens, Mercer County. Taught eleven years.

Dagmar K. Neely (Mrs. Keyser), Market, Doddridge County. Present address, West Union, Doddridge County. Taught seven years.

Mollie E. Smith (Mrs. A. M. Scanlon), Petersburg, Grant County. Taught eleven years.

G. W. C. Binns, Fairmont, Marion County. Book-keeper for Fairmont Glass Company. Taught two years.

Stuart H. Bowman, Valley Furnace, Barbour County. State representative Ginn & Co. Taught eight years.

A. Clyde Evans, Barrackville, Marion County. Taught four years.

Opha J. Fleming, Webster, Taylor County. Cashier Bank, Parsons, Tucker County. Taught seven years.

H. U. Freeman, Evansville, Preston County. Teacher. Taught nine years.

Floyd N. Frum, Bridgeport, Harrison County. Mechanical Engineer, Philadelphia, Pa. Taught three years.

H. Curtis Hamilton, Fairmont, Marion County. Attorney-at-law.

James W. Horn, Capon Bridge, Hampshire County. Teacher, Stenographer, Beverly, Randolph County. Taught six years.

O. L. Hutchinson, deceased, Spencer, Roane County. Teacher.

E. Marshall Johnson, South Branch, Hampshire County. Lawyer, Petersburg, Grant County. Taught seven years.

S. H. McLane, Belington, Barbour County. Principal Davis City Public School, Tucker County, W. Va Taught thirteen years.

C. L. Michael, Mannington, Marion County. Taught four years. Assistant Professor of Penmanship and Book-keeping, West Virginia University, Morgantown, W. Va.

W. J. Postlewait, Dean, Wetzel County. Principal High School at New Martinsville, W. Va. Taught nine years.

J. M. Scranage, Boothsville, Marion County. Present address, Washington, D. C. Clerk. Taught three years.

W. T. W. Talbott, Philippi, Barbour County. Present address, Addison, W. Va. Attorney-at-law. Taught four years.

Ladies, 6. Gentlemen, 15. Total number, 21.

**Class of 1894.—Evans Class.**

Maud L. Brill (Mrs. Michael), Mutton Run, Hampshire County. Present address, Wardensville, W. Va. Taught two years.

Bertha E. Fleming, Fairmont, Marion County. Clerk Ott Bros. & Co., Wheeling, W. Va. Taught four years.

Julia H. Jones (Mrs. E. B. Carney), White Day, Monongalia County. Present address, Silver Hill, Wetzel County. Taught five years.

Cora J. Parker (Mrs. P. B. Henry), Fairmont, Marion County. Present address, Jane Lew, Lewis County. Taught nine years.

Ellis B. Carney, Silver Hill, Wetzel County. Farmer and Census Enumerator. Taught seven years.

C. W. Flesher, Parkersburg, Wood County. Taught ten years. Merchant, Huttonsville, W. Va.

Frank W. Gandy, Independence, Preston County. County Superintendent of Preston County. Taught seven years.

J. L. Leech, Mannington, Marion County. Principal South Side Graded School, Fairmont, W. Va. Taught eleven years.

C. W. Maxwell, St. George, Tucker County. Lawyer. Elkins, Randolph County, W. Va.

Bertram L. Mercer, Fairmont, Marion County. Taught seven years. Died December, 1898.

Paul McCoy, Fairmont, Marion County. Attorney-at-law.

James C. Robinson, Nicklow, Barbour County. Teacher. Taught eleven years.

Chas. E. Trembly, Tannery, Preston County. Taught five years. Teacher. Terra Alta, W. Va.

James O. Watson, Jr., Fairmont, Marion County. Superintendent of Briar Hill Mines.

Herbert Young, Vandalia, Lewis County. Teacher Berkeley Springs, Morgan County, W. Va. Taught four years.

Ladies, 4. Gentlemen, 11 Total number, 15.

**Class of 1895.—Dickens Class.**

Onward and Upward.

Ella Bartlett, Monongah, Marion County. At home.

Grace L. Brahm, Fairmont, Marion County. First Assistant Teacher in Palatine Graded School. Taught one year.

Amanda S. Hughes, Boothsville, Marion County. Teacher. Taught eight years.

Lily S. Morgan, Rivesville, Marion County. Teacher. Taught five years.

Will M. McCray, Fairmont, Marion County. Milliner, New York City.

Jane Etta McKinney, Palatine, Marion County. Teacher Public School, Fairmont. Taught four years.

Allie M. Powell, Boothsville, Marion County. Teacher. Taught four years. Died 1899.

Abraham L. Gibson, Rockville, Preston County. Present address, Valley Point, W. Va. Teacher and Merchant. Taught fourteen years.

David S. Gibson, Rockville, Preston County. Palatine, Marion County. Principal Palatine Graded School. Taught fourteen years. Died 1900.

Russell D. Ice, Mannington, Marion County. Teacher. Taught eleven years.

Ashby S. Law, Clarksburg, Harrison County. Book-seller. Taught five years.

Richard F. Mason, Nuzums, Marion County. Taught seven years. Store Manager for Brier Hill Coal and Coke Company, Farnum, W. Va.

Edd Ernest Meredith, Fairmont, Marion County. Taught one year. Local Editor Fairmont Free Press.

**Ladies, 7. Gentlemen, 6. Total number, 13.**

**Class of 1896.—Myers Class.**

Finis Coronat Opus.

Will Hart Butcher, Fairmont, Marion County. Teacher in Marshall College State Normal School, Huntington, W. Va.

Margarette Eleanor Copeman, Kingwood, Preston County. Teacher Mannington Public School. Taught thirteen years.

Virginia Watson Fleming, Fairmont, Marion County. Art Student, New York.

Francis Hogue Sipe, Fairmont, Marion County. Student Woman's College, Baltimore, Md.

Edd S. Bond, Horton, Randolph County. Principal Paw Paw, Morgan County, W. Va., Graded School. Present address, Davis, W. Va. Taught nine years.

J. Hugh Bowers, Brusy Run, Pendleton County. Teacher Fairmont State Normal School. Taught eight years.

U. Lowell Childs, Fairmont, Marion County. With Montana Coal and Coke Company, Montana, W. Va. Taught one year.

Abram E. Crislip, Elk City, W. Va. Student Peabody Normal College, Nashville, Tenn. Taught six years.

W. C. Elder, Boothsville, W. Va. Taught four years. Died 1898.

Harry T. Hardesty, Enterprise, Harrison County. Teacher. Taught seven years.

Leroy B. Holsberry, Kalamazoo, W. Va. Student West Virginia University and County Superintendent of Barbour County. Present address, Philippi. Taught seven years.

Roy A. Lough, Fairmont, W. Va. Clerk West Virginia Wholesale Grocery Company.

Henry Clay Robinson, Craigmoor, Harrison County. Taught four years. Died April 19, 1898.

Ladies, 4. Gentlemen, 9. Total number, 13.

**Class of 1897.—Horace Mann Class.**

Florence Charter, West Union, Doddridge County. Taught three years. Teacher.

Lenora C. Dudley, Horton, Randolph County Teacher at Parsons, Tucker County. Taught three years.

Winifred Belle Fenton, Elk Garden, Mineral County. Taught four years. Teacher.

Jamesella Filson, New Cumberland, Hancock County. Teacher in Hancock County. Taught five years.

Ella Core Helmick (Mrs. F. P. Hall), Fairmont, Marion County.

Ida Mabel Judy, Pansy, Grant County. Minister U. B. Church. Taught ten years.

Bessie Maxwell, Parsons, Tucker County. Teacher Elkins, W. Va., Graded School. Taught three years.

Ida Marie Spahr, Kingwood, Preston County. Teacher in Grafton Graded School. Taught nine years.

Louise May West (Mrs. Hite), Fairmont, Marion County. Taught two years.

Hettie R. Young, West Milford, Harrison County. Teacher in Harrison County. Taught four years.

I. W. Allen, Center Point, Doddridge County. Principal West Union Graded School. Taught six years.

Carter L. Faust, Fairmont, Marion County. Principal Monongah School. Taught five years.

Harry E. Flesher, Parkersburg, Wood County. Teacher in Keyser Graded School. Taught eleven years

Allen L. Hawse, Needmore, Hardy County. Student West Virginia University. Agent Fidelity Insurance Company, Clarksburg, W. Va. Taught two years.

Clarence B. Hickman, Fairmont, Marion County. Preaching and teaching. Taught six years. Minister.

Albert S. LaFollette, Lehew, Hampshire County. Merchant, Rymer, Marion County. Taught five years.

Hearl J. McElfresh, Fairmont, Marion County. Clerk in Fairmont Postoffice. Taugh six years.

Allen A. Moats, Nicklow, Barbour County, W. Va. Taugh six years. Traveling Salesman Rumford Chemical Works, Baltimore, Md.

Herschel Hampton Rose, Mannington, Marion County. Teller in Bank of Mannington, Mannington, W. Va. Taught four years.

Samuel T. Spears, Robison's Mi'ls, Wetzel County. In oil field. Also Insurance Agent. Present address, Fairmont, W. Va.

Ladies, 10. Gentlemen, 10. Total number, 20.

**Class of 1898.—Standiford Class.**

Elizabeth Teressa Bartholow, Palatine, Marion County. Teacher in Marion County. Taught three years. Teacher.

Katherine Curry, Fairmont, Marion County. Teacher in Marion County. Taught three years.

Helen M. Fleming, Fairmont, Marion County. Teacher Fairmont Public School. Taught two years.

Laura Frances Lewis, Aberdeen, Lewis County. Teacher in Mannington Graded School. Taught ten years.

Jessie M. Hickman (Mrs. Newton E. Jameson), Fairmont, Marion County. Taught three years. Died 1900.

Hallie M. Martin, Fairmont, Marion County.

Clara Reinheimer, Fairmont, Marion County. Teacher in Fairmont Public School. Taught three years.

Hallie Mussette Swan, Middlebourne, Tyler County. Teacher in Sistersville Graded School. Taught seven years.

Medora Virginia Wise, Rio, Hardy County. Teacher Harrisonburg, Va. Taught five years.

Samuel H. Butcher, Fairmont, Marion County. Railroad Clerk Fairmont Coal Mining Company, Fairmont, W. Va.

Levi B. Harr, Palatine, Marion County. Student West Virginia University. Taught four years.

Arthur P. Jones, Little Falls, Monongalia County. Teacher in Monongalia County. Student West Virginia University. Taught six years.

Opha C. Lewis, Aberdeen, Lewis County. Principal Fetterman Graded School. Taught nine years.

Walter J. LaFollette, Lehew, Hampshire County. Teacher in Palatine Graded School. Taught seven years. Clerk Hutchinson Coal & Coke Company, Hutchinson, W. Va.

Okey J. Woodford, Philippi, Barbour County. Teacher Philippi Graded School. Taught nine years.

Ladies, 9. Gentlemen, 6. Total number, 15.

**Class of 1899.—Rosier Class.**

"We launch to-day, where shall we anchor?"

Lena M. Carter, Knight, Doddridge County. Teacher. Taught seven years.

Harriet B. Chesney, Palatine, Marion County. Teacher Palatine Graded School. Taught two years.

Stella G. Ford (Mrs. S. T. Spears), Fairmont, Marion County. Taught two years.

Dorothy E. Ice, Gray's Flats, Marion County. Teacher in Marion County. Taught six years.

Romanza B. Hayhurst (Mrs. C. E. Jolliffe), Fairmont, Marion County. Present address Uniontown, Wetzel County. Taught two years.

Sara Morgan, Fairmont, Marion County.

Eva M. Morgan, Rivesville, Marion County. Teacher in Fairmont Public Schools. Taught three years.

Mariam H. Prickett, Fairmont, Marion County.

Rosa A. Prickett, Fairmont, Marion County.

Lee T. Bartlett, Philippi, Barbour County. Taught seven years. Teacher. Died September, 1899.

C. H. Bartlett, Philippi, Barbour County. Teacher in Marion County. Taught eleven years. Present address, Fairmont.

Clyde A. Hill, Mt. Harmony, Marion County. Teacher in Marion County. Student Iron City College, Pittsburg, Pa. Taught four years.

Tusca R. Morris, Metz, Marion County. Student at the West Virginia University. Taught six years.

C. Wade Robinson, Bridgeport, Harrison County. Teacher in Harrison County. Now Clerk New England Coal and Coke Company. Taught three years. Present address, Fairmont.

George L. Rose, Mannington, Marion County. Taught two years.

Howard E. Satterfield, Fairmont, Marion County. Taught one year. Student Purdue University, Lafayette, Ind.

F. Roy Yoke, Weston, Lewis County. Student at the West Virginia University. Taught one year.

Ladies, 9. Gentlemen, 8. Total number, 17.

**Class of 1900.—The Century Class.**

Motto: Climbing, tho' the rocks be rugged.

Lenore Brahm, Fairmont, W. Va. At home.

Jessie Hughes, Boothsville, W. Va. Teacher. Taught three years.

Janette Lake, Philippi, W. Va. Taught six years.

May Lantz, Fairmont, W. Va. At home.

Mabel Lee, Clarksburg, W. Va. Teacher in Clarksburg Schools. Taught six years.

Olive Menear, Fairmont, W. Va. Clerking in Book Store.

Lena Alice Ruttencutter, Parkersburg, W .Va. Taught three years.

Marvin D. Boland, Fairmont, W. Va. Teacher in the Fairmont High School. Taught five years.

Amos Bruce Cole, Morgantown, W. Va. Traveling representative for the Acme Publishing Co. Taught seven years.

Will Coogle, Rivesville, W. Va. Teacher. Taught two years.

Okey Russell Davis, Bingamon, W. Va. Teacher. Taught five years.

Lewis D. Dawson, Fairmont, W. Va. Principal of the Grammar School, Fairmont. Taught six years.

Philip Y. Debolt, Fairmont, W. Va. Teacher in Fairmont Schools. Taught eight years.

D. W. Dillon, Adlai, W. Va. Teaching. Taught seven years.

William N. Engle, Fairmont, W. Va. Book-keeper for the Reed Plumbing Co.

Lloyd Fast, Neel, W. Va. Teacher. Taught two years.

C. Page Fortney, Clarksburg, W. Va. Teacher in Clarksburg Schools. Taught six years.

Jno. F. Hughes, Glover's Gap, W. Va. Teaching. Taught nine years.

Clarence Russell Kinsey, Parkersburg, W .Va. Stenographer for Henry C. Jackson & Co. Taught one year.

J. R. Lake, Neel, W. Va. Teacher. Taught seven years.

Library.

Ladies' Parlor.

Truman Barton Lawler, West Fairmont, W. Va. Teacher in Fairmont Schools. Taught seven years.

Earl Stewart Morris, Columbus, O. Position with an Engraving Co.

Clarence N. McElfresh, Muncie, Ind. Clerk.

Claremont H. Riggle, Fairmont, W. Va. Business Manager Index Printing Co.

James W. Robinson, Clarksburg, W. Va. Local Editor of the Clarksburg News.

D. L. Talkington, Lima, W. Va. Teacher. Taught six years.

G. Fred Tucker, Mannington, W. Va. Clerk in Hardware Store.

Ladies, 7. Gentlemen, 20. Total number, 27.

## GRADUATES IN ACADEMIC COURSE.

### Class of 1895-6.

Jane Etta McKinney, Palatine, Marion County. Teacher in Public School, Fairmont. Taught three years.

### Class of 1896-7.

Willa Hart Butcher, Fairmont, Marion County. Student at West Virginia University. Teacher Huntington Normal School.

Blanche Corbin, Fairmont, Marion County. Student at West Virginia University.

### Class of 1897-8.

Ora Louise Potter, Fairmont, Marion County. Clerk in West Virginia Grocery Company.

### Class of 1900.

M. Earl Morgan, Fairmont, W. Va. Teacher in Fairmont Schools. Taught two years.

Charles E. Wayman, Fairmont, W. Va. Clerk in B. & O. Freight Office.

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# Fairmont State Normal School

# BULLETIN

SERIES TWO NUMBER FOUR

Issued Quarterly

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# Fairmont State Normal School

# BULLETIN

JULY, - - - 1906

Catalogue for the Year Beginning September 12, 1905, and Ending June 13, 1906

Announcement for the Year Beginning September 12, 1906, and Ending June 14, 1907

THIRTY-SEVENTH CATALOGUE

## CALENDAR.

### 1906

#### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| .. | .. | .. | .. | .. | .. | 1 |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | .. | .. | .. | .. | .. | .. |

#### OCTOBER

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| 28 | 29 | 30 | 31 | .. | .. | .. |

#### NOVEMBER

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#### DECEMBER

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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | .. | .. | .. | .. | .. |

### 1907

#### JANUARY

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
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#### FEBRUARY

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| 24 | 25 | 26 | 27 | 28 | .. | .. |

#### MARCH

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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | .. | .. | .. | .. | .. | .. |

#### APRIL

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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | .. | .. | .. | .. |

#### MAY

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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | .. |

#### JUNE

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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | .. | .. | .. | .. | .. | .. |

Fairmont State Normal School, Fairmont, W. Va.

## Calendar 1906-1907.

Registration Day, Tuesday, September 11, 1906.
Examination Day (for higher standing), September 11, 1906.
Fall Term Begins Wednesday, September 12, 1906.
Model School opens September, 1906.
Thanksgiving recess, Wednesday noon, November 28 to Monday, December 3, 1906.
Fall term closes Friday, December 21, 1906.
Winter term begins Thursday, January 3, 1907.
Washington's Birthday, February 22, 1907.
Winter term ends Friday, March 15, 1907.
Spring term begins Tuesday, March 19, 1907.
Memorial Day, Thursday, May 30, 1907.
Model School closes June, 1907.
Annual Sermon to School, June 9, 1907.
Commencement Friday, June 14, 1907.
Fall term begins Wednesday, September 18, 1907.

## NORMAL SCHOOL OFFICERS.

### Board of Regents.

HON. THOMAS CONDIT MILLER, State Superintendent of Free Schools and Ex Officio President of the Board.

HON FRANK W. NESBIT, Secretary ..... Wheeling

HON. E. L. DUNN .....Red Sulphur Springs

HON. IRA E. ROBINSON ..... Grafton

HON. ROBERT S. CARR .....Charleston

HON. STUART H. BOWMAN .....Philippi

HON. ELLIOTT NORTHCOTT ..... Huntington

### Executive Committee.

DR. J. H. BROWNFIELD, Chairman.

JOSEPH E. SANDS, Esq., Sec. and Treas.

W. SCOTT MEREDITH, Esq.

### Preceptress of Woman's Hall.

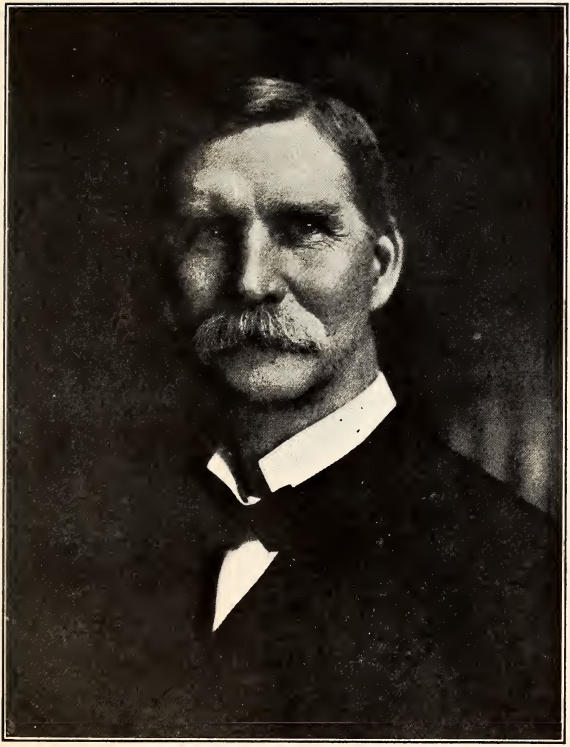
MISS MOLLIE VIRGINIA SMITH,

MISS ELIZABETH ROWLAND, Assistant.

### Janitors.

JAMES MESSENGER GANTZ,

THOS. S. MANLEY, in charge of Woman's Hall.



U. S. FLEMING, Principal.

## Faculty—1905-1905.

U. S. FLEMING, Principal.
Ethics and Economics.

E. E. MERCER, First Assistant,
Mathematics.

ISABEL DAVENPORT,
Training Teacher,
Superintendent of Training Department.

N. R. C. MORROW,
English and Science.

IDA ABBOTT,
History.

WILLA HART BUTCHER,
Latin and Greek.

WM. R. SHAW,
Science and Gymnasium Director.

MABEL C. MODERWELL,
German and English.

MOLLIE VIRGINIA SMITH,
English.

EDNA EARLE WERTZ,
French and Arithmetic.

LULU BILLINGSLEA,
Music.

ANNA LESTER GRANT,
Elocution.

AMY L. RIDGELEY,
Drawing and Art.

ANNA BELLE DOWNTAIN,
Librarian.

ELIZABETH ROWLAND,
Model School Teacher.

## Faculty—1906-1907.

U. S. FLEMING, Principal.
Ethics and Economics.

E. E. MERCER, First Assistant,
Mathematics.

N. R. C. MORROW,
Training Teacher,
Superintendent of Training Department.

IDA ABBOTT,
History.

WILLA HART BUTCHER,
Latin and Greek.

(to be assigned.)
Science and Gymnasium Director.

MABEL C. MODERWELL,
German and English.

MOLLIE VIRGINIA SMITH,
English.
Preceptress Woman's Hall.

EDNA E. WERTZ,
French and Arithmetic.

LULU BILLINGSLEA,
Vocal Music.

BERYL STEWART,
Instrumental Music.

Elocution.

AMY L. RIDGELEY,
Drawing and Art.

ANNA BELLE DOWNTAIN,
Librarian.

(To be assigned.)
Model School Teacher.

## STUDENTS ENROLLED, 1905-1906.

### Post Graduates.

| Name. | Address. | Months Taught |
|---|---|---|
| Prickett, Mary, | Rivesville, Marion | 20 |
| Rowley, Romanna, | Fairmont, Marion | 37 |
| Van Gilder, E. F., | Fairmont, Marion | 8 |

### Seniors, Normal Course.

| | | |
|---|---|---|
| Huff, Gertrude, | Mannington, Marion | 0 |
| Reeves, J. Walter, | Fairmont, Marion | 0 |
| Wade, Zoe F., | Fairmont, Marion | 0 |

### Seniors, Academic Course.

| | | |
|---|---|---|
| Burnside, Guy H., | Clarksburg, Harrison | 0 |
| Christie, Carney P., | Fairmont, Marion | 0 |
| Feather, Dana W., | Lenox, Preston | 0 |
| Haymond, Frank C., | Fairmont, Marion | 0 |
| Meredith, Aubrey, | Fairmont, Marion | 0 |
| Reeves, Frank, | Fairmont, Marion | 0 |
| Wade, Zoe F., | Fairmont, Marion | 0 |

### Juniors, Normal Course.

| | | |
|---|---|---|
| Amos, Curt E., | Fairmont, Marion | 9 |
| *Cook, Ella, | Cameron, Marshall | 13 |
| Jack, Florence, | Fairmont, Marion | 0 |
| Mockler, Bessie R., | Mannington, Marion | 0 |
| Mockler, Margaret E., | Mannington, Marion | 0 |
| McKinney, John C., | Fairmont, Marion | 6 |
| Pyles, Frank J., | Amboy, Preston | 28 |
| *Smith, Alta, | Gray's Flat, Marion | 15 |
| *Parker, E. R., | Fairmont, Marion | 40 |
| *Martin, Cyrus H. | Tunnelton, Preston | 65 |
| *Hull, Maud, | Churchville, Lewis | 30 |
| *Cox, Nannie, | Fairmont, Marion | 5 |
| *Johnson, Adeline, | Mannington, Marion | 18 |
| *Straight, Georgia, | Barrackville, Marion | 5 |
| *Rider, Paul, | Wadestown, Monongalia | 0 |

### Junior, Academic Course.

| | | |
|---|---|---|
| Barnes, Caroline, | Fairmont, Marion | 0 |

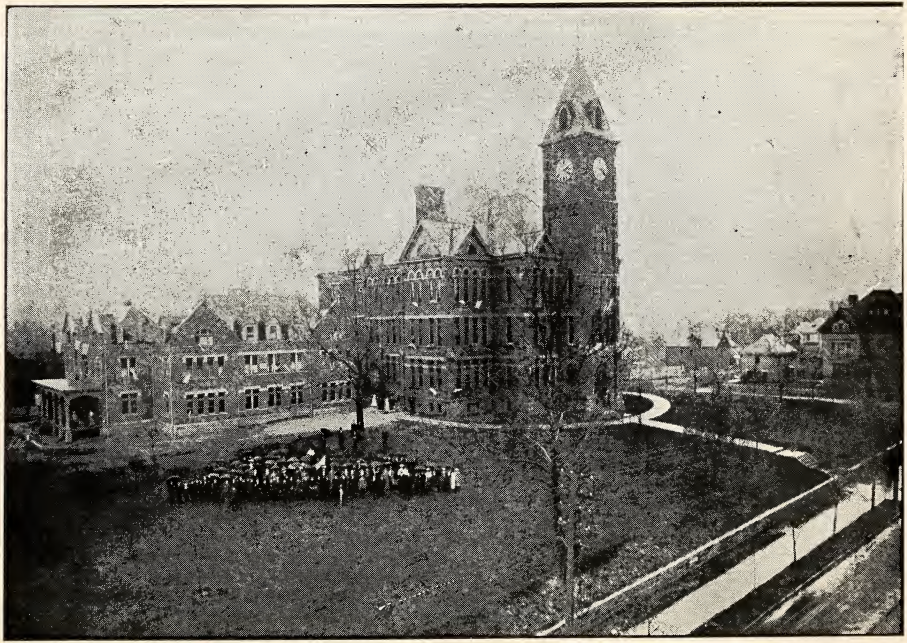
| Name. | Address. | Months Taught. |
|---|---|---|
| *Cook, Alice, | Cameron, Marshall | 0 |
| *Baker, Kenneth, | Fairmont, Marion | 0 |
| *Grimes, Gordon B., | Fairmont, Marion | 0 |
| Gaskins, Walter W., | Fairmont, Marion | 0 |
| Hamilton, Louise, | Fairmont, Marion | 0 |
| Jack, Florence, | Fairmont, Marion | 0 |
| Fleming, Elsie J., | Fairmont, Marion | 0 |
| Mockler, Margaret, | Mannington, Marion | 0 |
| *Reeves, Roscoe, | Fairmont, Marion | 0 |
| Shurtleff, Oliver, | Fairmont, Marion | 0 |
| *Watson, Leslie Creed, | Philippi, Barbour | 0 |

*Lacking two or more studies.

## Undergraduates, Normal and Academic Courses.

### LADIES.

| Name. | Address. | Months Taught. |
|---|---|---|
| Arnett, Leila, | Fairmont, Marion | 0 |
| Ayer, Perie B., | Grafton, Taylor | 20 |
| Auvil, Della, | Maxwell, Pleasants | 21 |
| Bishop, Margaret, | Fairmont, Marion | 0 |
| Bradley, Edna, | Littleton, Wetzel | 4 |
| Byer, Eunice M., | Fairmont, Marion | 0 |
| Bainbridge, Lyda, | Scottdale, Marion | 0 |
| Boyce, Hannah Lou, | Fairmont, Marion | 0 |
| Brand, Pearl B., | Fairmont, Marion | 0 |
| Billingsley, Lucy, | Fairmont, Marion | 0 |
| Bartlett, Clara S., | Grafton, (R. D. No. 7) Taylor | 10 |
| Bartlett, Myrtle Osa, | Grafton (R. D. No. 7), Taylor | 28 |
| Byard, Nellie, | Cameron, Marshall | 0 |
| Boggs, Lucy Irene, | Fairmont, Marion | 0 |
| Baker, Loutie, | Fairmont, Marion | 0 |
| Clemmer, Mary Edith, | Fairmont, Marion | 0 |
| Christie, Mary, | Fairmont, Marion | 0 |
| Comer, Julia, | Fairmont, Marion | 0 |
| Chalfant, Blanche, | Shinnston, Harrison | 16 |
| Crowe, Blanche, | Fairmont, Marion | 22 |
| Conaway, Dora Belle, | Fairmont, Marion | 0 |
| Clayton, Bertha, | Toll Gate, Ritchie | 11 |
| Clayton Leda, | Toll Gate, Ritchie | 0 |



THE FAIRMONT STATE NORMAL SCHOOL
AND THE WOMAN'S HALL.

| Name. | Address. | Months Taught. |
|---|---|---|
| Clayton, Addie B., | Fairmont, Marion | 0 |
| Carpenter, Lillie A., | Fairmont, Marion | 0 |
| Cunningham, Selena, | Pickens, Randolph | 35 |
| Cunningham, Susan, | Rivesville, Marion | 0 |
| Cunningham, Elizabeth, | Fairmont, Marion | 0 |
| Deveny, Zella, | Fairmont, Marion | 0 |
| Davis, Ella C., | Fairmont, Marion | 0 |
| Davis, Pearl, | Cameron, Marshall | 0 |
| Dean, Annie May, | Watson, Marion | 0 |
| Ferguson, Rhoda, | Cottageville, Jackson | 15 |
| Ferrell, Agnes, | Scottdale, Marion | 0 |
| Ford, Loretto, | Fairmont, Marion | 0 |
| Frankenberry, Maude, | Fairmont, Marion | 0 |
| Fitch, Louise, | Fairmont, Marion | 0 |
| Felty, Lulu, | Hagans, Monongalia | [illegible] |
| Fiser, Ethel, | Fairmont, Marion | 5 |
| Grapes, Mollie, | Meadowbrook, Harrison | 41 |
| Hughes, Minnie E., | Fairmont, Marion | 0 |
| Holt, Leona G., | Fairmont, Marion | 0 |
| Hill, Alpha V., | Fairmont, Marion | 0 |
| Hill, Laura B., | Fairmont, Marion | 0 |
| Hibbs, Ethel, | Rivesville, Marion | 0 |
| Hartley, Oleta, | Watson, Marion | 5 |
| Harris, Ethelyn M., | Fairmont, Marion | 10 |
| Harr, Joecilla, | Fairmont (R. R. No. 3), Marion | 0 |
| Hess, Cora E., | Worthington, Marion | 0 |
| Haymond, Mary J., | Fairmont, Marion | 0 |
| Ice, Bettie Straight, | Barrackville, Marion | 5 |
| Knight, Nellie F., | Fairmont, Marion | 18 |
| Knight, Leila B., | Rivesville, Marion | 5 |
| Keck, Martie E., | Sandy, Monongalia | 15 |
| Kelley, Orpha E., | Fairmont, Marion | 0 |
| Knotts, Myrtle M., | Fairmont, Marion | 0 |
| Liggett, Bessie, St. | Leo, Monongalia. | 0 |
| Little, Lulu, | Watson, Marion | 0 |
| Little, Elsie Dale, | Watson, Marion | 15 |
| Leeper, Queenie, | Watson, Marion | 0 |
| Lemley, Lena, | Core, Monongalia | 0 |
| Locke, Ida, | Maxwell, Pleasants | 30 |
| McCombs, Effie, | Wheeling (S. R. D.), Marshall (or Ohio) | 0 |
| Miller, Pauline Barnes, | Fairmont, Marion | 0 |
| Myers, Lillian L., | Monongah, Marion | 0 |
| Malone, Blanche, | Fairmont, Marion | 0 |
| Mason, Maud M., | Monongah, Marion | 8 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Mulvaney, Esther, | Roanoke, Lewis | 10 |
| Mattingly, Ella G., | Fairmont, Marion | 0 |
| McMullen, Janette, | Fairmont, Marion | 0 |
| Matthews, May, | Halleck, Monongalia | 0 |
| Morgan, May, | Fairmont, Marion | 0 |
| McDonald, Hazel Ross, | Fairmont, Marion | 0 |
| Morris, Jessie, | Fairmont, Marion | 0 |
| McKinney, Matilda A., | Fairmont, Marion | 0 |
| McKinney, Nellie, | Fairmont, Marion | 0 |
| McConnell, Nellie, | Sherrard, Marshall | 20 |
| Merrifield, Anna | Catawba, Marion | 0 |
| Mason, Flossie, | Grafton (R. F. D. No. 7), Taylor | 0 |
| Mitchell, Lenore, | Fairmont, Marion | 10 |
| Murray, Kate, | Camden, Lewis | 45 |
| Morrow, Lucy, | Fairmont, Marion | 0 |
| Null, Mary, | Bannen, Marshall | 0 |
| Nixon, Margaret, | Watson, Marion | 0 |
| Nuce, Goldie, | Delislow, Monongalia | 0 |
| Nuzum, Lessa, | Bridgeport, Harrison | 0 |
| Nuzum, Ida Belle, | Bridgeport, Harrison | 27 |
| Purinton, Ruth, | Fairmont, Marion | 0 |
| Post, Laura, | Fairmont, Marion | 0 |
| Parish, Chessie, | Wallace, Harrison | 15 |
| Powell, Mary B., | Fairmont, Marion | 0 |
| Peddicord, Julia, | Fairmont, Marion | 0 |
| Patmon, Norma, | Fairmont, Marion | 43 |
| Pope, Lizzie, | Churchville, Lewis | 0 |
| Pople, Bessie, | Fairmont, (R. R. No. 3) Marion | 0 |
| Pople, Bertha, | Fairmont Marion | 0 |
| Reese, Nellie, | Grafton (No. 7), Taylor | 0 |
| Roberts, Loella, | Fairmont, Marion | 0 |
| Sutter, Louise K., | Mannington, Marion | 14 |
| Schmidt, Rose, | Fairmont, Marion | 0 |
| Shinn, Frankie, | Shinnston, Harrrison | 0 |
| Shurtleff, Estella B., | Fairmont, Marion | 0 |
| Sanders, Ada M., | Hammond, Marion | 0 |
| Satterfield, Frankie, | Fairmont, Marion | 0 |
| Smith, Bessie, | Fairmont, Marion | 0 |
| Smith, Mary D., | Fairmont, Marion | 0 |
| Swisher, Julia, | Fairmont, Marion | 0 |
| Snider, Helen Grace, | Watson, Marion | 0 |
| Snider, Grace, | Fairmont, Marion | 0 |
| Straight, Willa, | Barrackville, Marion | 0 |
| Sturm, Lulu V., | Fairmont, Marion | 0 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Traugh, Orpha, | Watson, Marion | 0 |
| Traugh, Sophrona B., | Watson, Marion | 4 |
| Thomas, Blanche L., | Fairmont, Marion | 0 |
| Tierney, Bessie, | Fink, Lewis | 10 |
| Tierney, Delia, | Fink, Lewis | 11 |
| Talkington, Erna, | Fairmont, Marion | 0 |
| Van Gilder, Willa, | Fairmont, Marion | 0 |
| Van Gilder, Fairy, | Fairmont, Marion | 0 |
| Wiley, Laura, | Wise, Monongalia | 0 |
| Wheeler, Mary, | Rowlesburg, Preston | 0 |
| Wilson, Nellie G., | Fairmont, Marion | 0 |
| Wilson, Grace, | Watson, Marion | 0 |
| Watson, Dora Lowe, | White Day, Monongalia | 0 |
| Wilfong, Florence B., | Opekiska, Monongalia | 0 |
| Williams, Laura, | Fairmont, Marion | 0 |
| West, Laura M., | Fairmont, Marion | 10 |
| Yost, Janie, | Fairmont, Marion | 0 |

## GENTLEMEN.

| Name. | Address. | Months Taught. |
|---|---|---|
| Amos, H. Fay, | Rivesville, Marion | 0 |
| Billingslea, Cecil C., | Amos, Marion | 0 |
| Barker, Lindsay, | Centerpoint, Doddridge | 5 |
| Barker, Sylvester, | Ridgedale, Monongalia | 0 |
| Billingslea, Frank, | Fairmont, Marion | 0 |
| Brooke, Harry, | Bridgeport, Harrison | 0 |
| Bartlett, Howard R., | Fairmont, Marion | 0 |
| Bartlett, Altha, | Meadowbrook, Harrison | 0 |
| Barry, Mike, | Fairmont, Marion | 0 |
| Baker, Arthur, | Fairmont, Marion | 0 |
| Barnes, Frank, | St. Marys, Pleasants | 0 |
| Barnes, Herbert Spencer, | St. Marys, Pleasants | 0 |
| Coleman, C. E. | Fairmont, Marion | 0 |
| Coffman, Hugh, | Shinnston, Harrison | 0 |
| Carpenter, Carney, | Fairmont, Marion | 0 |
| Carpenter, Oliver, | Fairmont, Marion | 0 |
| Condit, George S., | Fairmont, Marion | 0 |
| Conaway, Edmond M., | Board Tree, Marshall | 0 |
| Conaway, Ernest, | Worthington, Marion | 0 |
| Conaway, Jas. Lawrence, | Barrackville, Marion | 5 |
| Conaway, R. Gerstell, | Fairmont, Marion | 0 |
| Cross, Loman D., | Flora, Barbour | 30 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Daugherty, Wm. Coleman, | Fairmont, Marion | 0 |
| Daugherty, Curtis, | Fairmont, Marion | 0 |
| Devine, James J., | Hundred, Wetzel. | 0 |
| Donham, Fay Martin, | Fairmont, Marion | 0 |
| Dancer, O. E., | Fairmont, Marion | 0 |
| Donlin, Wm. R., | Monongah, Marion | 0 |
| Evans, Herbert, | Grafton, Taylor | 0 |
| Founds, Wm. G., | Lonetree, Tyler | 5 |
| Fluharty, Monford, | Rivesville, Marion | 0 |
| Ford, John, | Fairmont, Marion | 0 |
| Fortney, Hugh, | Lumberport, Harrison | 10 |
| Gibson, J. M., | Hudson, Preston | 50 |
| Gibson, Clarence R., | Rohr, Preston | 0 |
| Greene, Harry, | Bridgeport, Harrison | 0 |
| Gwyn, Herbert, | Triune, Monongalia | 0 |
| Gwyn, Jesse, | Triune, Monongalia | 0 |
| Gainer, Douglas, | Fairmont, Marion | 0 |
| Garrett, Walter C., | Meadowbrook, Harrison | 0 |
| Hines, Peter F., | Churchville, Lewis | 0 |
| Harris, Jesse, | Scottdale, Marion | 0 |
| Hileman, Ora C., | Tunnelton, Preston | 5 |
| Hartley, Walter, | Watson, Marion | 0 |
| Hastings, Lynn, | Cheat Haven, Monongalia | 5 |
| Huffman, James B., | Marguess, Preston | 0 |
| Hoult, Golden M., | Hoult, Marion | 0 |
| Harbert, Forest, | Shinnston, Harrison | 0 |
| Hess, Thos. E., | Worthington, Marion | 5 |
| Henderson, I. Nathan, | Grafton (R. F. D. No. 3), Taylor | 0 |
| Hale, Evert E., | Halleck, Monongalia | 5 |
| Hull, J. T., | Churchville, Lewis | 34 |
| Hull, Wm. E., | Churchville, Lewis | 0 |
| Jack, H. Russell, | Fairmont, Marion | 0 |
| Jones, O. J., | Grafton, Taylor | 11 |
| Johnson, Warren W., | Meadowbrook, Harrison | 39 |
| Jones, Albert F., | Catawba (R. F. D. No. 28), Marion | 0 |
| Johns, Ralph W., | Fairmont, Marion | 0 |
| Keck, Thos. B., | Sandy, Monongalia | 11 |
| Kennedy, Edward, | Boothsville, Marion | 0 |
| Kennedy, James, | Fairmont, Marion | 0 |
| Layman, Walter, | Fairmont, Marion | 0 |
| Layman, Howard, | Fairmont, Marion | 0 |
| Lemley, Fred L., | Burton, Wetzel | 5 |
| Lemley, Howard V., | Wadestown, Monongalia | 0 |

CLASS OF 1906.

| Name. | Address. | Months Taught. |
|---|---|---|
| Lovett, Brennie H., | Rock Cave, Upshur | 0 |
| Linn, Marvin, | Fairmont, Marion | 0 |
| Lake, Wm. Faye, | Fairmont, Marion | 14 |
| Lake, J. Gordon, | Fairmont, Marion | 0 |
| Murphy, Riley B., | Nestorville, Barbour | 15 |
| McDaniel, Frank L., | Shinnston, Harrison | 6 |
| McDaniel, Austin B., | Halleck, Monongalia | 5 |
| Martin, Roy J., | Grafton (R. F. D. No. 4), Taylor | 15 |
| Martin, Cullen G., | Clarksburg (R. D. No. 1), Harrison | 10 |
| Matthews, Wm. Ray, | Halleck, Monongalia | 0 |
| Michael, Olley, | Hagans, Monongalia | 0 |
| Michael, Ray B., | Watson (R. R. 18), Marion | 0 |
| Meredith, Chas. W., | Watson Diana, Webster | 0 |
| Moore, Lloyd E., | Barrackville, Marion | 0 |
| Moyers, Glenn, | Elkins, Randolph | 10 |
| Mayfield, J. N., | Rohr, Preston | 10 |
| Marshall, Ernest, | Fairmont, Marion | 0 |
| Miller, Dale, | Fairmont, Marion | 0 |
| Miller, Jas. Russell, | Fairmont, Marion | 0 |
| Miller, Otto, | Gladesville, Preston | 0 |
| McIntyre, Dennis S., | Hepzibah, Harrison | 0 |
| McIntyre, Ford, | Hepzibah, Harrison | 0 |
| Moran, Clayte C., | Fairmont, Marion | 0 |
| Miller, Harland W., | Benton's Ferry, Marion | 0 |
| Nay, Orville, | Fairmont, Marion | 0 |
| Noland, Emerson, | Great Cacapon, Morgan | 0 |
| Pride, Coleman, | Bunners, Marion | 0 |
| Pople, Harry E., | Fairmont, Marion | 0 |
| Parsons, Lester O., | Parsons, Tucker | 0 |
| Post, Late C., | Fairmont, Marion | 0 |
| Post, Cecil O., | Jarvisville, Harrison | 0 |
| Phillips, Herbert, | Fairmont, Marion | 0 |
| Phillips, Russell W., | Fairmont, Marion | 0 |
| Phillips, Chas., | Fairmont, Marion | 0 |
| Peters, Alvis, | Rivesville, Marion | 0 |
| Pigott, Jas. E., | Worthington, Marion. | 5 |
| Rogers, Earl Lee, | Fairmont, Marion | 0 |
| Romine, J. Ransel, | Lost Creek, Harrison | 0 |
| Russell, Aaron, | Goose Creek, Ritchie | 12 |
| Reed, R. Sidney, | Boothsville, Marion | 0 |
| Reppert, Fred G. | Halleck, Monongalia | 0 |
| Scott, Harry, | Fairmont, Marion | 0 |
| Smith, George, | Watson, (R. R. No. 9) Marion | 0 |
| Smith, Frank, | Watson, Marion | 15 |

| Name. | Address. | Months Taught. |
|---|---|---|
| Sturm, Felix, | Enterprise, Harrison | 0 |
| Shinn, Howard H., | Enterprise, Harrison | 0 |
| Sandy, Archie, | Smithfield, Wetzel. | 0 |
| Satterfield, Samuel, | Fairmont, Marion | 0 |
| Stuart, Claud, | Fairmont, Marion | 0 |
| Snider, Coy H., | Rivesville, Marion | 0 |
| Thompson, Lawrence E., | Watson, Marion | 0 |
| Toothman, Glenn, | Beechwood, Monongalia | 0 |
| Watkins, Fred B., | Monongah, Marion | 0 |
| Weeks, Lester C., | Monongah, Marion | 0 |
| Wade, James, | Littleton, Wetzel | 0 |
| Watson, Leslie Creed, | Philippi, Barbour | 0 |

**Students in Special Work.**

Adaline Johnson,
Mary Prickett,
Romanna Rowley,
E. F. VanGilder,
Evelyn Prickett,
E. R. Parker,
Blanche Crowe.
Norma Patmon.

**Elocution Class Receiving Certificates.**

Alpha T. Hill,
Hazel Ross McDonald,
Susie Humphries.
Mary Wheeler.

**Model School Pupils.**

Margaret Barr,
Amelia Bennett,
Doris Broh,
Donald Conaway,
John Cook,
Virginia Cook,
Virginia Lee Fleming,
Mary Hamilton,
Ruth Hamilton,
Edith Hartman,
Albert Kelley.
Lucy Kelley.
Walter McIntire.
Ruth Phillips.
Eleanor Mayers.
Robert Selby.
Brock Showalter.
George Smith.
Frank Smith.
Mary Margaret Talbott.
Jesse Vandervort.

## SUMMARY.

### 1905-1906.

| | |
|---|---|
| Post Graduates | 3 |
| Seniors | 9 |
| Juniors | 27 |
| Undergraduates | 251 |
| Elocution | 85 |
| Vocal Music | 101 |
| Instrumental Music | 62 |
| Drawing Class | 75 |
| Art Class | 8 |
| Model School | 21 |
| Special | 8 |
| | 650 |
| Counted more than once | 220 |
| Total enrollment | 430 |

### Counties Represented.

| | |
|---|---|
| Barbour, | Pleasants, |
| Doddridge, | Preston, |
| Harrison, | Ritchie. |
| Jackson, | Randolph, |
| Lewis, | Taylor, |
| Marion, | Tucker, |
| Monongalia, | Tyler, |
| Morgan, | Upshur, |
| Marshall, | Webster, |
| Ohio, | Wetzel. |

## THE FAIRMONT STATE NORMAL SCHOOL.

### History.

The first Normal School in the State of West Virginia was a private one established by Dr. Dennis B. Dorsey and Mr. J. N. Boyd, and held in the basement story of the old Methodist Protestant church on the hill during the summer of 1865. The Legislature of 1865-6 was petitioned to establish a State Normal School and locate it at Fairmont, but the bill did not pass.

Where there is the will there is usually the way, so the citizens of Fairmont organized a joint stock company known as the "Regency of the West Virginia Normal School" and obtained a charter. The incorporators were A. Brooks Fleming, Oliver Jackson, J. C. Beeson, Ellery R. Hall, J. N. Boyd, Dennis B. Dorsey, J. J. Burns, T. A. Fleming, J. H. Brownfield and T. A. Maulsby. A lot was purchased on what is now Quincy street and the northwestern wing of the present public school building, 68 by 40, and two stories high, was begun in 1867. But on the 4th of March, 1868, the Legislature passed an act entitled "An act providing for the purchase of the West Virginia Normal School at Fairmont" and appropriating $2,000 for the purchase of the Normal School property and $3,000 for finishing and furnishing the building already begun, provided the county of Marion should make up and pay into the State treasury the additional sum of $2,000, which condition was fully complied with and the title to the property passed to the State.

Hon. Wm. R. White, the first State Superintendent of Free Schools, at the close of his term of office in 1868, became the first Principal of the Fairmont State Normal School.

Mr. White secured from the Peabody Fund $500 for the Normal department and $1,000 for the Public Schools, which were joined to the Normal and known as the Model School.

This donation was continued for four years and the union of the schools until 1875. By this arrangement the Principal of the Normal was, by virtue of his position, Superintendent of the public schools. It was intended to use the grades of the public school as a training department of the Normal and the writer of this did not a little teaching in the upper grades of those schools, but he can not vote the union of the schools a successful one from every point of view. The Principal of the Normal having to teach 8 to 10 hours a day had all he could well do to teach and to supervise the Normal work, and the Model Schools, if model in any degree, were so because of the skill and knowledge of the teachers in them. This was the situation until Miss M. L. Dickey, a graduate of the Millersville (Pa.) Normal School, was made Supervising Principal, when the schools were better graded and made each to do its work, not for itself alone, but as parts of a sys-

GROUP OF JUNIORS ON THE CAMPUS.

tem. However, the Normal was hardly ready to use such a Model school, consisting of the eight grades, as they then had, and get the best results. There were not a sufficient number of teachers and public sentiment did not then demand skilled teachers to the extent it now does. To-day the California, Pa., Normal School with 400 to 500 students and 30 or more teachers controls and teaches the eight grades of California in the Normal annex under several supervising or training teachers, affording abundant practice work for the would-be teacher but not always pleasant and satisfactory, it must be said, to the children taught.

In 1871, Mr. White resigned to accept the agency of the American Bible Society for West Virginia, and Prof. J. C. Gilchrist from the California, Pa., Normal and a graduate under Horace Mann, at Antioch College, became Principal. Though Prof. Gilchrist served the school but one year, no one of his pupils will forget the innovations he brought into the school nor the tireless energy of the man.

Up to this time the school was looked upon somewhat as an experiment, but with the coming of Dr. J. G. Blair, Fairmont began to consider the Normal as one of the things fixed and immovable.

During the eight years that Dr. Blair served the State as Principal of the Fairmont Normal he taught his pupils as no teacher before had taught them. His quaint ways and homely illustrations attracted and his persistence won them. For eight years no one fought for the Normal Schools more successfully than he, and the graduates sent out under his administration never wavered in their loyalty to him nor to the school. In December, 1878, after more than fifty years of teaching, he laid aside his books, dismissed school and went home.

In June, 1872, the first catalogue was issued and for five years thereafter the students and the Alumni published the Annual catalogue and bore all expense of programmes, etc.

Below is a table showing the growth of the school during the first ten years:

| Year. | No. Enrolled. | Graduates. | Counties Rrepresented |
|---|---|---|---|
| 1868-9 | 30 | 0 | |
| 1869-70 | 40 | 0 | |
| 1870-1 | 60 | 1 | |
| 1871-2 | 85 | 3 | |
| 1872-3 | 108 | 25 | |
| 1873-4 | 100 | 19 | |
| 1874-5 | 153 | 33 | 15 |
| 1875-6 | 105 | 20 | 18 |
| 1876-7 | 139 | 23 | 19 |
| 1877-8 | 221 | 14 | 21 |
| Totals, | 1041 | 138 | |

The growth of the school was in the main continuous, but a strong effort was made during the winter of 1875-6 to do away with all the Normal Schools of the State. The intelligent friends of the Public Schools, as well as of the Normals, joined forces and successfully resisted all attacks tending to their dissolution. Much of the influence in favor of the Normals came through the efforts of their graduates and undergraduates, many of whom occupied places of trust and honor all over the State. And the security of these schools today is founded on the good the Normal students have done and are doing in every county of the State. The history following of the school from 1877 to 1903 is taken largely from an article on the "Fairmont State Normal School" in the History of Education in West Virginia, a very valuable book prepared and issued by the Hon. Thos. C. Miller, State Superintendent of Free Schools, and is as follows:

The Fairmont State Normal School is indebted to Prof. White for securing the Peabody fund, for his wisdom in employing Normal School graduates to teach in the schools, and for new and most excellent methods of teaching.

Prof. Gilchrist made his influence felt more in methods of teaching and modes of discipline than in special acts.

But above all, the school owes its prosperity to the profound learning of Dr. Blair and his unceasing labors in and out of the school room.

The assistant teachers connected with the Normal School during the first ten years were: Miss M. L. Dickey, Miss Lucy M. Fleming, and Mr. U. S. Fleming part of that time. Mrs. M. L. Dickey Fleming, of Pennsylvania, was educated at the Episcopal Seminary of West Chester, Pennsylvania, and at the State Normal School of Millersville, Pennsylvania, under Dr. Edward Brooks, where she graduated. Miss Dickey entered the school at the close of Dr. White's administration in 1870 and held this position until the death of Dr. Blair in 1878, when she was made principal.

Mrs. Lucie M. Fleming Stewart, of Fairmont, W. Va., was educated in the schools of Fairmont; graduated from the State Normal of Fairmont in 1872; was chosen second assistant in 1874, held this position until December, 1878, when she was elected first assistant. No teacher of the Normal was ever held in higher esteem.

During the year 1874-5 the departments of instruction were enlarged to Collegiate, Academic and Normal training.

This year the Normal Diplomas by an act of the Legislature were recognized and the holder made exempt from examinations. The Mozart Literary Society and the Young Ladies' Alpha Literary Society were organized this year, which with the Normal Lyceum, founded in 1872, made three actively at work. In the winter of 1872 the Legislature appropriated $5,000 and Fairmont district raised $5,000, with which sums the Main street building, 40x80, and three stories high,

was erected. In 1891 the State sold the old Normal building to the Board of Education, Fairmont district, for $15,000 and appropriated $20,000 additional with which the main part of the present building was erected.

The five years of the school 1874,9) were very eventful ones, being marked by the death of Dr. Blair and an almost entire change in the teaching force during this period.

The Normal Schools received a shock by the action of the Legislature in the session of 1879, failing to appropriate sufficient funds to carry on the schools that year, and forbidding the Regents making contracts with the teachers that would in any way bind the State in future, and also practically annulling the Normal diplomas by providing that Normal School graduates might be required to pass examinations upon the demand of any District Board of Education.

This period was an eventful one and a memorable one in the history of the institution. The death of the man who laid the corner stone of success of the institution, the resignation of the teachers who had been associated with him almost from its beginning, the failure of the Legislature to appropriate for two years for its support, the partial annullment of the Normal diplomas, the frequent changing of teachers all served to make it a transitional period in the history of the school.

It was ably managed by persons placed in charge and successfully weathered all storms of opposition. That it did so is due in no little measure to Hon. B. L. Butcher, a graduate of the school, who was then State Superintendent of Schools and President of the Board of Regents of the Normal School.

At the end of the school year, 1881-2, Miss Dickey resigned, having been connected with the school since its organization as a State institution in 1867, a continuous work of over ,fteen years. During this period she was earnest and active in her chosen work, and left the impress of her character and life upon the many students who came to the Normal to receive instruction. She labored with great zeal during this entire period and when the dark days came and it seemed the Normal Schools were doomed, she was not found lacking in any essentials necessary to achieve success. She possessed rare executive ability and the power of winning the affection of her pupils. She was held in the highest estee mby all, and it was with regret that her resignation was accepted. She fitly closed her continuous connection with the school which she had served so long and well as its highest executive officer.

In 1882 Prof. U. S. Fleming was made principal. He was educated in the Fairmont School and graduated from the Normal in 1873, afterwards he attended Adrain College and then determined to devote himself to teaching. Prof. Fleming had been a teacher in this school since 1876, and his promotion to the principalship was a recognition

of his faithful service. He was an excellent instructor and very popular with the students.

The year 1883 opened with the following teachers: C. A. Sipe, A. M., Principal; Prof. U. S. Fleming, Miss N. R. Cameron and Miss May Jackson, assistants.

About this time an effort was made to raise the standard by adding new branches, such as Pedagogy, Psychology and other professional works. Prof. Sipe was very active in behalf of the school, both in the field during the summer as an institute instructor and also at the session of the State Legilature. He aided in securing an increased appropriation for teachers and did much to create a favorable sentiment in behalf of the Normal Schools by representing their needs and showing the work that had been accomplished by them for the State.

Prof. Sipe was a man with strong individuality, well versed in literature, an eloquent speaker, a thorough Christian gentleman and a strict disciplinarian. After Prof. Sipe's resignation in 1889, Miss N. R. Cameron, who had been first assistant, was made acting principal for the year '89-'90. The attendance for the year was 232, with a graduating class of 24, which was named the "Barnes Class," in honor of Principal J. W. Barnes, During this year there were 29 counties represented, being the highest number ever represented in th school at one time .

At the end of this session Miss Cameron, who had been a member of the faculty since 1882, tendered her resignation as a member of the faculty to make a tour of Europe and later to become the wife of Mr. Geo. Morrow. Her connection with the Normal was very beneficial in many ways. Having a strong individuality and a positive character she sought to impress upon the student the importance of attaining a high standard of excellence and a thorough fitness of both mind and heart for the high calling of teacher.

The fall of '90 witnessed many changes in the faculty. Prof. John Roemer, formerly of Linsley Institute, Wheeling, W. Va., was elected principal and J. Walter Barnes, Miss A. B. Boyd, Benj. F. Ramage and Miss Mary E. Knight assistants. At the November elections Prof. Ramage was chosen clerk of the Circuit Court of Marion county, and Charles W. Evans, then principal of the Fetterman graded school, was elected to take his place.

The senior class this year numbered twelve, and was called the Roemer Class in honor of the principal. Twenty-five counties were represented, with a total enrollment of 257. To this time the Fairmont Normal and public schools had occupied the same buildings known as the Old Normal Hall. But the constant growth of both schools made it necessary that one should find room elsewhere. By a special act of the Legislature a bill prepared by Prof. J. Walter Barnes, was passed, providing for the transfer of the entire building to the Board of

THE MODEL SCHOOL AT WORK.

Education of the Fairmont district, and also provided for the erection of the now handsome "New Normal." Work was begun at once and by the 14th of June, 1892, the corner stone of the new building was laid, the school, the secret orders, and citizens of Fairmont and vicinity participating.

At a meeting of the Board of Regents held in June, 1901. no principal was elected, and Prof. J. Walter Barnes was instructed to take charge of the school until a second meeting of the oBard, which was held in Parkrsburg in Sptember. At this meeting Prof. J. C. Gwynn, then principal in the Wheeling City Schools, was chosen for the remaining part of the year. Prof. Gwynn labored faithfully throughout the year and the school continued to grow.

This year the class consisting of eight young ladies and 18 young gentlemen, called themselves the "Columbian Class" in honor of the 400th anniversary of the discovery of America by Columbus.

At a meeting of the Board of Regents, held in Wheeling on July 8, 1892, Prof. J. Walter Barnes was chosen principal and Miss Irene T. Myers, assistant, the other teachers remaining the same.

This was the beginning of the happiest period in the history of the Fairmont Normal. Near the opening of the spring term of '93 the new building was completed and ready for occupancy. "So we moved."

The new building was dedicated with appropriate ceremonies, consisting of a dedicatory essay by Miss Annie Linn, a member of the senior class of that year, and addresses by members of the executive committee, ex-Governor Pierpont, Mayor C. W. Arnett, Prof. T. C. Miller, Rev. Mr. Murray and others.

In accordance with all its surroundings the class of '93 called itself the "Omega and Alpha" class as representing the last of the old and "fust" in the new. It numbered 21. The enrollment this year was 282.

The beginning of the year 1893 witnessed a new departure in the way of distributing the work among the teachers. Previous to this time each teacher was expected to teach anything and everything in the course. The following departments were arranged: Professional, Language, Mathematics, Science and History, and as a result much better work has been done both by students and teachers.

The class this year was called the "Evans Class" in honor of Prof. Evans, and was one of the best classes ever graduated from the Normal. It numbered 15 and the average grade for the class was 93 2-3; enrollment, 329 No changes were made in the faculty until the beginning of the year '94, when Miss Ella D. Miller was elected to take the place of Miss Ina Nelson.

The continued prosperity and growth of the Fairmont Normal School, under the very adverse circumstances which it had to meet saved to the State of West Virginia the Normal School system. In-

deed, had it not been for the success of the Fairmont school and the efforts of Hon. Jas. Morrow, then a member of the Legislature from this county, the Normal schools of the State would have been abolished.

But the elections of 1880 changed all this. The Legislature chosen was friendly to education, and at the session of 1881 repaired to some extent the injury done by appropriating for part of the back pay of the teachers; providing by general law for the continued and permanent pay of the teachers in the Normal schools.

Miss Louise Pride had retired at the end of the school year '95, and the Board elected in her place Mrs. M. L. D. Fleming, whom many of the former students knew as Miss Dickey. Professor E. E. Mercer was also elected at this time, thus giving six teachers to continue the work throughout the year.

Professor Mercer graduated in the class of '79, and has done much toward the success of the school.

Through the earnest efforts of the many friends of the institution the Legislature of '96 made an appropriation for an addition to the building, consisting of class rooms, a chapel, and society halls, all of which were made necessary by the increased attendance.

The class of '96 was called the "Myers Class" in honor of Miss Irene T. Myers, one of the institution's strongest teachers.

Miss Myers gave this class such an incentive that every member of the class has since been a student of some higher institution of learning.

Miss Willa Hart Butcher, a member of this class, was the first grandchild of the school, her father and mother having graduated in '74.

The faculty for '97-'98 was as follows: J. Walter Barnes, Principal; with the following assistants: W. R. Standiford, J. G. Knutti, Joseph Rosier, M. C. Lough, Miss Emma Fordyce, Miss Jessie C. Morris, Mrs. Worth Fleming, Miss May Shuttlewortr. Graduates, 9 ladies and 6 gentlemen.

The faculty for '98-'99 was as follows: J. Walter Barnes Principal; Assistants, J. G. Knutti, Joseph Rosier, M. C. Lough, Roy Reger, Miss Winifred O. South, Mrs. Mabel H. Gardiner, T. J. Humphrey, Miss Lizzie Harmer, Miss Ella M. Fordyce, and Miss Elizabeth M. Bussing, Graduates, 9 ladies and 8 gentlemen.

The faculty for '99-'00 was as follows: J. Walter Barnes, Principal; Assistants, J. G. Knutti, Joseph Rosier, iss Winifred O. South, Mrs. Mabel H. Gardiner, T. J. Humphreys, W. C. Miller, M. C. Lough, Miss Ella M. Fordyce and Miss Elizabeth Bussing. Graduates, ladies, 7; gentlemen, 20.

The faculty for '00-'01 was as follows: J. Walter Barnes, Principal; Assistants, J. G. Knutti, Joseph Rosier,Miss Winifred O. Smith, Mrs. W. C. Miller, Miss Alice Maude Potts, J. H. Bowers, Miss Ella M. For-

dyce, and Miss Elizabeth M. Bussing. Graduates, ladies, 3; gentlemen, 6. Total, 9.

Faculty '01: J. Walter Barnes, Principal; Assistants, M. C. Lough, Miss Alice Maude Potts, Mrs. M. H. Gardiner, T. J. Humphrey, W. C. Miller, C W. Waddell, J. H. Bowers and Miss Elizabeth Harmer.

The class this year was called the "Harvey W. Harmer" class in honor of Mr. Harmer, a graduate of the school, and a member of the Board of Regents.

Professor Barnes' administration of the school now ended. Mr. Barnes had served as principal for nine years, and during that period the school reached its greatest prosperity. The school owes much to Prof. Barnes, as he had the ability to draw around him all that was best for the school.

1902—Faculty, Professor M. M. Ross, a graduate of the school, cass '79, Principal; Assistant, M. C. Lough, W. C. Miller, C. W. Waddell, Miss Alice Maude Potts, Miss Ida Abbott, E. E. Mercer, Mrs. Gardiner, Miss Sarah Maxwell and Ida Maude Potts.

This year was the beginning of a change in the administration of the school, and was marked by all difficulties attended upon such a time, but as there was a master spirit at the head, the school advanced as in former years, and was recognized as one of the foremost institutions of the State.

Faculty 1903: M. M. Ross, Principal; Assistants, M. C. Lough, Mrs. M. H. Gardiner, W. C. Miller, C. W. Waddell, Miss Ida Abbott, E. E. Mercer, Miss Ida Maude Page, Miss Sarah Maxwell, Miss Amebel Kelley, H. F. Rogers, Miss Phrania Zink.

The school year opened with unusual prospects. However at Christmas time the students and friends were shocked by the news of the sudden death of Professor Ross. His life and character are best expressed by the following tribute, written by Principal L. J. Corbly and copied from the catalogue of Marshall College, a sister institution:

"To the permanent records of this school Marshall College adds a word of tribute to the memory of a brother principal.

"Marcus M. Ross, up to the holidays of the session of the year 1902-3 principal of the Fairmont State Normal School, in the very morning twilight of new successes in a larger field, consecrated to his work to the last moment, a hero to the cause of public education in West Virginia, suddenly found his morning twilight becoming evening and the evening of his useful and promising career dark night—death. With the passing of a night Principal M. M. Ross passed from what was supposed to be comparatively good health to that bourne which each year more and more adds to the mystery of man and his mission on earth. In a moment—a sad one for hundreds and thousands—a loyal and faithful principal, an excellent educator, a noble man, and a

true friend to the cause he espoused, has said a final mortal adieu to us all, and one whom the profession could ill aford to spare, has forever resigned his position on earth.

On Sunday, June 7, '03, at the Normal Auditorium, a "Ross Memorial Service" was held. Words of praise, and tributes of respect were paid to the worth and character of Professor Ross by Hon. Thos. C. Miller, State Superintendent of Schools, members of the faculty, students, and friends.

First Assistant M. C. Lough, during the remainder of the school year served as Acting Principal.

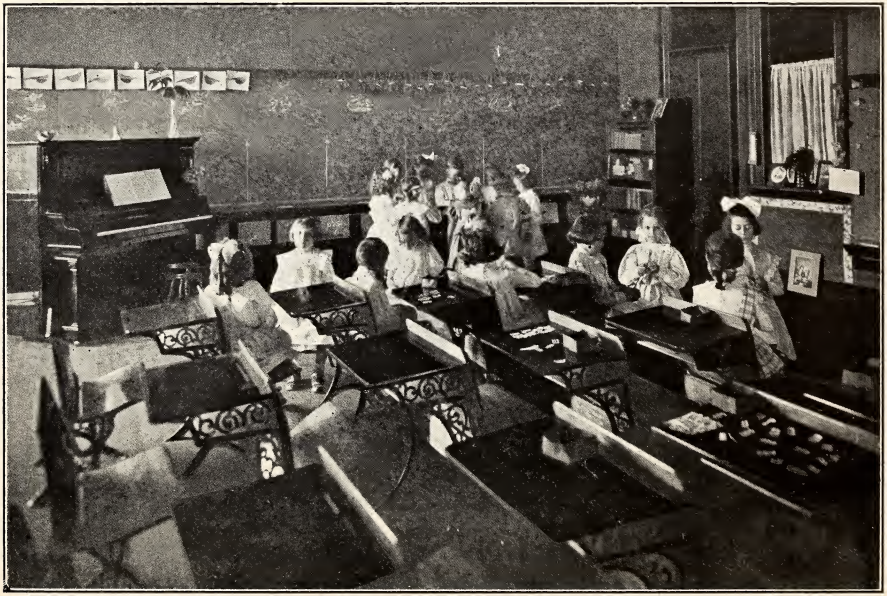
On August 25th Principal W. L. McCowan, of the West Liberty State Normal School, was transferred to Fairmont.

On September 9th, '03, the school opened with the following faculty in charge: W. L. McCowan, Principal, Professional studies; E. E. Mercer, First Assistant, Mathematics; Ida Abbott, History and English; Harold F. Rogers, Science; Mary McConn, French and English; Willa Hart Butcher, Latin and Greek; Olive R. Ross, Rhetoric and Literature; Wm. R. Shaw, Economics, Geology, Gymnasium Director; Sarah Maxwell, Vocal and Instrumental Music; Mabel Norton Simmons, Elocution, Physical Culture; Amebel Verena Kelley, Art.

For the year 1904-'05 the same faculty was continued except that Miss Isabel Davenport came in as Superintendent of the Training Department. Mr. Rogers was transferred to Glenville Normal, Mr. Shaw taking Science, Miss Edna E. Wertz succeeded Miss McConn as teacher of French and Miss Mollie Virginia Smith took the place of Miss Ross. In Music Mrs. Lulu Billingslea succeeded Miss Maxwell, and Miss Dora M. Rowe became teacher of Elocution and Physical Culture.

During the year 1905-6 the faculty was as follows:

U. S. Fleming, Principal, Ethics and Economics; E. E. Mercer, First Assistant, Mathematics; Isabel Davenport, Training Teacher, Superintendent of Training Department; Ida Abbott, History; Willa Hart Butcher, Latin and Greek; Wm. R. Shaw, Science and Gymnasium Director; Mabel C. Moderwell, German and Engilsh; Mollie Virginia Smith, English; Edna E. Wertz, French and Arithmetic; Lulu Billingslea, Music; Anna Lester Grant, Elocution; Amy L. Ridgeley, Drawing and Art; Anna Belle Downtain, Librarian.



RECESS IN THE MODEL SCHOOL.

## SUMMARY OF ENROLLMENT, GRADUATES AND COUNTIES.

| Year. | Number Enrolled. | Graduates. | Counties Rep. |
|---|---|---|---|
| First ten Years. | 1041 | 138 | (average) 18 |
| 1878-9 | 190 | 25 | 20 |
| 1879-80 | 149 | 13 | 17 |
| 1880-1 | 182 | 18 | 25 |
| 1881-2 | 218 | 9 | 23 |
| 1882-3 | 205 | 12 | 26 |
| 1883-4 | 200 | 8 | 24 |
| 1884-5 | 207 | 7 | 22 |
| 1885-6 | 230 | 10 | 25 |
| 1886-7 | 258 | 8 | 24 |
| 1887-8 | 268 | 14 | 26 |
| 1888-9 | 297 | 14 | 24 |
| 1889-90 | 232 | 24 | 29 |
| 1890-1 | 257 | 12 | 25 |
| 1891-2 | 260 | 27 | 22 |
| 1892-3 | 282 | 21 | 24 |
| 1893-4 | 329 | 15 | 25 |
| 1894-5 | 363 | 13 | 29 |
| 1895-6 | 382 | 14 | 24 |
| 1896-7 | 380 | 20 | 25 |
| 1897-8 | 354 | 16 | 25 |
| 1898-9 | 385 | 17 | 24 |
| 1899-1900 | 427 | 29 | 24 |
| 1900-1 | 459 | 13 | 25 |
| 1901-2 | 358 | 13 | 29 |
| 1902-3 | 428 | 16 | 23 |
| 1903-4 | 415 | 10 | 25 |
| 1904-5 | 425 | 10 | 24 |
| 1905-6 | 430 | 9 | 20 |
| Totals | 9611 | 555 | (average) 24 |

## DIPLOMAS.

The Board of Regents will grant diplomas to those who have completed the full Normal or Academic Course with an average standing of 80 per cent. and not below 75 per cent. on any one branch, and who shall have been in actual attendance throughout the entire third or fourth year under the new schedule of studies.

Before any diploma is awarded the Principal of the Normal will be required to certify that those whom he recommends for graduation have fulfilled all conditions and have done the work necessary for graduation.

By arrangement with the State University those who graduate from any one of the Academic courses will be admitted to the University without examination.

And those students who complete the Normal and one of the Academic courses usually have no difficulty in securing advanced standing at the University.

## CERTIFICATES.

In order to encourage students in the study of those ornamental as well as useful branches of a complete education—Oratory, Art, Vocal Music, Instrumental Music—it is planned to give in each department a Certificate of Standing whenever a certain specified amount of work has been done. In most cases the course will be two to three years in length to start with and will be increased as the several departments are built up.

## SPECIAL CLASSES IN SPRING TERM.

Many teachers of experience desire to spend one term in reviewing certain subjects which they are required to teach, or in pursuing certain professional studies, and yet are precluded from taking an extended course of study in any institution. Some of these are the leading teachers in their respective counties. They are prevented from pursuing a systematic course of study by being under the necessity of teaching during the fall and winter. For the benefit of these, special classes will be organized, if necessary, in U. S. History, Physiology, Theory and Practice, Civil Government, Bookkeeping, Arithmetic, Penmanship, General History, etc.

## SOMETHING NEW.

The Principal is making arrangements so that students who have attended the Normal during the fall or spring term may, while teaching in the winter or while engaged in other work through the summer, pursue certain studies to be agreed upon, provided that at stated periods reports are made of work done and, if necessary, tests be tak-

en, and examination upon their return to school in the branches studied.

## EXPLANATION OF COURSES OF STUDY.

The following is a classification of the branches of study pursued in this school:

### PROFESSIONAL.

Psychology, Pedagogy, School Sanitation, History of Education, Ethics, Child Study, Lectures and Methods of Instruction, and practice work in teaching. Such review of the common school branches as may be necessary will also be required.

### ENGLISH.

Orthography, Composition, Grammar, Higher Lessons in English, Rhetoric, and English and American Literature.

### ANCIENT AND MODERN LANGUAGES.

Latin, Greek, German and French.

### SCIENCE.

Physical Geography, Physiology, Zoology, Botany, Astronomy, Agriculture, Geology, Physics and Chemistry.

### MATHEMATICS.

Arithmetic, Bookkeeping, Algebra, Geometry, Plane and Spherical Trigonometry and Analytical Geometry.

### HISTORY.

United States, English, General, Grecian, Roman, Mediaeval and Modern, Sociology, Civics and Economics.

### ART.

Penmanship, Drawing, Music and Oratory.

### DEPARTMENT IN EDUCATION.

This department furnishes the strictly professional training of the school. The work falls naturally under two main heads: (1) Theory in Teaching, and (2) Practice in Teaching. Theory in teaching is furnished by the courses in Educational Psychology, History, and Principles of Education, School Organization and Methodology. Practice in teaching is furnished during the Senior year. Observa-

tion of the work of experienced teachers should accompany instruction in theory and practice in teaching.

## COURSES IN EDUCATION.

**Observation of Teaching and Practice Teaching.** In the Senior year the students are required systematically to observe the work of experienced teachers in conducting classes in their respective lines of work in the model or public schools. The observation work is under the direction of the training school faculty. The observation required is not simply a "looking on;" the teachers in charge directs the attention of the observers to definite aims, methods, and results. Methods of different teachers in the instruction and control of classes are studied, not to be copied, but to determine how far they are based on sound pedagogic principles. The work under observation is discussed by those observing and the teachers in charge of the observation classes. Weaknesses are pointed out and the reasons for the weakness shown from a pedagogic standpoint. The strong work is noted and the reasons for its strength discussed. The aim is to make students familiar with the application of psychological and pedagogical principles through a careful observation of the various ways in which these principles are applied by different teachers in different phases of the work. After the observation work has been continued for a reasonable time, students are put in charge of classes and are given practice in teaching in different grades. Before beginning practice teaching in any grade, students are required thoroughly to familiarize themselves with the work outlined in the course of study for that and lower grades and by observation of the class, to determine what progress has been made in the course and what are the next steps in order. Before taking charge of the classes, they are required to prepare definite plans indicating the proper order of procedure.

Books used in this course: Text, Page—"Theory and Practice of Teaching." Reference, White—"Art of Teaching," Fitch—"Lectures on Teaching," Henderson—"Education and the Larger Life, Spalding —"Things of the Mind,' "Thoughts and Theories," "Means and Ends of Education," Dewey—"School and Society," "My Pedagogical Creed," Kingsley—"Health and Education, Hinsdale—"Art of Study.

## PSYCHOLOGY.

Educational Psychology furnishes the basis of method. Emphasis is laid upon it as the science that describes and endeavors to explain the ordinary mental activities of every day life. The work in psychology and pedagogy is taken in the Senior year and is limited to a consideration of principles, fundamental in character, and to the application of these principles in the actual work of teaching. Time

will not permit the study of psychology merely as a culture subject. The students who have so studied it but have not given consideration to the application of its fundamental principles in teaching, will need to take the prescribed course.

Special attention is given to the psychology of attention, habit, and will.

Those principles of pedagogy are considered which may be shown to have a practical application in the teachers work.

Texts—Halleck's "Psychology and Psychic Culture," James's "Briefer Course."

## HISTORY AND PRINCIPLES OF EDUCATION.

The value of a carefully arranged course in the history of education in shaping the ideals and in giving balance to the judgment of the teacher can scarcely be overrated. The scope of this course is the investigation in regard to certain selected nations of: (1) Their aim in education as determined by their social conditions, and the effect of this aim in determining those conditions; (2) the means employed for attaining this aim—their educational institutions, the subjects of the curriculum, and the methods used; (3) the results obtained; (4) the life and works of the leading educators of these nations. From such a study of what has been aimed at and accomplished by various peoples in the field of education the student should gain a clear conception of what education can reasonably aim to accomplish. He should gain, too, such a knowledge of methods and results as to enable him to judge wisely in whatever conditions and environments he may be placed as a teacher. We believe that the principles of education, their meaning and implications, can be best understood in the light of the conditions under which they arose; hence we unite the study of the principles of education with that of the history to form one course.

Books: Text, Seeley. A large number of reference books is used in this course, such as Quick's Educational Reformers, Painter's History of Education, also Monroe's and Butler's.

## SCHOOL ORGANIZATION AND MANAGEMENT.

This course is especially adapted to meet the needs of district school teachers. It takes up the problem of the graded system for rural schools, and endeavors to simplify the difficulties involved in adapting the state uniform course of instruction to the conditions which are peculiar to district schools. Other subjects discussed in this course are: School sanitation, care of the school—seats, blackboards, ventilation and heat; organization and classification of the school; district school discipline; busy or seat work; calisthenics and games adapted to district schools; district school clubs and the district

school as a social center; nature study and observation work suitable to district schools.

Books:—"The Graded Course of Primary Instruction" for the State or West Virginia; Shaw—"School Hygiene;" Morrison—"Ventilation of the School." List of books given in connection with the course in Theory and Observation.

## METHOD AND METHODS IN TEACHING.

There are three courses in this phase of the professional work. They are given in the course of study as "Reading and Reading Methods," "Method of the Recitation," and "General Methods."

**Reading and Reading Methods:** During the first half of the term reading is taught with special reference to thought interpretation. Other distinct aims of the work are: (1) To increase the student's knowledge of good stories to read and tell to the children; and (2) to teach the phonetic values of the letters of the alphabet. The second half of the term is given over to methods in primary reading. Instruction is given in the sentence, word and phonetic methods of teaching reading. Ways of combining these three methods and means of adapting them to varying school condition are discussed. Practice in the making of perception cards and other teaching aids is a required part of the work of every student.

Books: Arnold—"Reading—How to Teach It;" "Reading—How it is Taught in Ten Cities;" various series of readers, such as "Stepping Stones to Literature," "Graded Classics," "Hawthorne Readers," Cyr's "Readers by Grades," and Jones' "Readers."

**Methods of the Recitation:** This course deals with the principles that underly the conduct of the recitation and with the preparation of lesson plans. Drill is given in the making of plans based upon the "five formal steps." Lessons illustrating the practical application of the inductive method to the different common school subjects are given before the class by the teacher. Every member of the class is required to make out and present before the class similar lessons in arithmetic, grammar and geography.

Books: Text, McMurry—"Methods of the Recitation." Reference. DeGarmo—"Essentials of Method," Herbart and the Herbartians," Garlick—A New Manual of Method.

**General Methods:** This course continues throughout the senior year and includes (1) grammar and methods in grammar, (2) geography and methods, (3) number methods, and (4) nature study and methods. The subjects are treated in the order in which they are given.

## DEPARTMENT OF ENGLISH.

The work as planned in the new courses of study provides in-

struction in the following subjects: Orthography and Composition, three years; Grammar and Higher Lessons in English, three terms; Rhetoric and Literature, one year—a combination of Rhetoric and English and American Literature. We believe that the objects of teaching English are:

1. To enable the student to understand the thoughts of others, and to give expression to his own.

2. To cultivate a taste for reading by giving the pupil an acquaintance with good literature, and furnishing him with the means of extending this acquaintance.

## ORTHOGRAPHY.

The subject of Orthography begins with the study and use of words, a careful training in the use of diacritical marks, a study of homonyms, rules for capitalization and spelling, synonyms discriminated, and a careful study of word analysis and word building.

Constant use is made of the dictionary in order to obtain the correct pronunciation and meaning of words, and the student is required to make use of the words in sentences.

The text used in the early part of the course is Reed's Word Lessons.

## ENGLISH LANGUAGE.

### 1. Grammar and Composition.

The aim of this course is to present such phases of grammar and composition work as will give the student a command, both in speaking and writing, of simple, correct and clean-cut English. The special topics considered vary with the needs of particular classes, but in general they may be designated as; grammatical forms; sentence structure; choice of words; social and business correspondence; the preparation and organization of literary material.

The work is closely correlated with that in Rhetoric and Literature and is based on long and short themes, talks, discussions and papers presented by members of the classes.

A special feature of the work in English is the training in oral as well as written expositions and description. The tools and materials used, processes employed, and products completed in the construction work furnish many of the topics for these exercises.

2. Rhetoric. How to observe and how to think belong to Psychology and Pedagogy; but how forcibly, clearly and beautifully to express one's thoughts belongs to Rhetoric. The new course begins with Composition and Rhetoric combined and is completed with a term's work on pure Rhetoric. In composition writing the student applies the rules and principles he has learned to his own productions. In

Rhetoric he examines selections from standard authors and applies these rules, or laws, to see whether the selections possess the highest rhetorical qualities; he then attempts to discover the philosophy underlying the principles laid down.

Note. The ability of a student to use good English is judged by his habits of speech as well as by his written work.

## ENGLISH AND AMERICAN LITERATURE.

I. Pre-Shakespearean drama: Shakespeare's early contemporaries, Green and Marlowe. Special study of the most characteristic dramas of Marlowe. Careful study with regard to his influence on blank verse, dramatic unity, and delineation of character.

II. Shakespeare: Special attention to dramatic structure and character portrayal.

As You Like it, Macbeth, Hamlet, Julius Caesar, and the Merchant of Venice studied in class, other plays assigned for parallel reading.

Books required: Dowden's "Shakespeare; His Mind and His Art," "Shakespeare's Heroines" by Anna Jameson, "Short Studies of Shakespeare's Plots" by Ransome, Shakespeare's "Life and Character," by Hudson.

III. Spenser: Selections from Faerie Queen.

Milton: Two books from Paradise Lost and Lycidas.

Dryden: Palemon and Arcite, Essays of Lowell and Macaulay on Dryden and Bunyan.

Pope: Selected poems.

Johnson: Vanity of Human Wishes.

Goldsmith: Deserted Village.

Burns: Tam O'Shanter, Cotter's Saturday Night.

Scott: Lady of the Lake.

Wordsworth: Intimations on Immortality.

Byron: Selected poems.

Lamb: Selected essays.

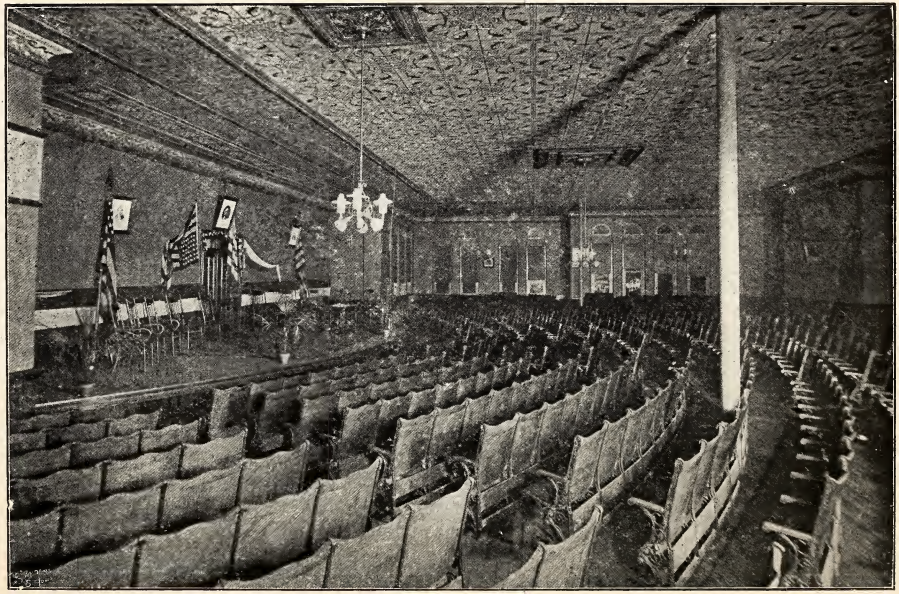
George Eliot: Silas Marner.

Tennyson: In Memoriam, The Princess.

IV. American Literature. New England group of writers: Hawthorne, Emerson, Longfellow, Whittier, Holmes and Lowell.

Interpretation study of some of the principal works of these writers and their place in English literature.

V. Southern Literature: The development of southern literature in relation to southern conditions; a detailed study of important authors, the earlier chronicles, political orators, humorists, novelists and poets.



THE AUDITORIUM.

## REQUIRED READINGS.

Required reading upon which the students report in class embraces those classics which are specified in

## COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH.

### Official List for 1904-1908.

| Required for Study. | '05 | '06 | '07 | '08 |
|---|---|---|---|---|
| Burke's Conciliation with America .. | * | * | * | * |
| Macaulay's Essay on Addison ..... | * | * | * | * |
| Macaulay's Essay on Milton ..... | * | | | |
| Macaulay's Life of Johnson ..... | * | * | * | * |
| Milton's Minor Poems ..... | * | * | * | * |
| Shakespeare's Julius Caesar ..... | | * | * | * |
| Shakespeare's Macbeth ..... | * | | | |
| **Required for Reading.** | | | | |
| Addison's De Coverly Papers ..... | * | * | * | * |
| Carlyle's Essay on Burns ..... | * | | | |
| Coleridge's Ancient Mariner ..... | * | * | * | * |
| George Eliot's Silas Marner ..... | * | * | * | * |
| Goldsmith's Vicar of Wakefield ..... | * | * | * | * |
| Irving's Life of Goldsmith ..... | | * | * | * |
| Lowell's Vision of Sir Launfal ..... | * | * | * | * |
| Scott's Ivanhoe ..... | * | * | * | * |
| Scott's Lady of the Lake ..... | | * | * | * |
| Srakespeare's Julius Caesar ..... | * | | | |
| Shakespeare's Macbeth ..... | * | * | * | * |
| Shakespeare's Merchant of Venice .... | * | * | * | * |
| Tennyson's The Princess ..... | * | | | |
| Tennyson's Idylls of the King ..... | | * | * | * |

(*) The year the book is to be used.

## DEPARTMENT OF SCIENCE.

The work pursued in this department embraces the following subjects: Physiology, one term; Zoology, one term; Botany, one term; Geology, one term; Physical Geography, one term; Physics, three terms; Chemistry, two terms; Astronomy, one term; Commercial Geography, one term; Industrial Geography, one term; Agriculture, one term.

## PHYSIOLOGY.

Physiology is now the one science that is taught in all grades

of schools. Normal students are instructed in the various methods by which it may be made interesting and personally helpful to the pupil of the public schools. It is taught as an informational rather than a disciplinary subject, with special reference to personal and public hygiene, so that the teacher may be trained to know that he can do much for the happiness and welfare of humanity by skillful presentation of the laws of health.

To this end, instruction in hygiene is given with special reference to pure air, respiration, wholesome food, regular and sufficient sleep, regularity in bodily habits, care as to temperance, prudence concerning exposure, and total abstinence in narcotics.

Anatomical demonstrations are made from the bodies of domestic animals and from the Manikin Charts, and a set of Bock Steger Anatomical Models.

Text—Overton's Physiology.

## GEOLOGY.

The purpose of the course in Geology is to give a clear idea of the forces in operation producing structure; the structure, arrangement, and composition of rocks; and the history of the changes through which the earth has passed in the process of formation. To this end the subject is treated under the following heads: Dynamical Geology, Structural Geology, and Historical Geology.

The subject matter of the text is illustrated by hand specimens and applied, whenever practicable, in field work.

Prerequisites: Physical Geography, Zoology, Botany.

Text: LeConte's Compend of Geology, or Norton's Elements.

## INDUSTRIAL, COMMERCIAL AND PHYSICAL GEOGRAPHY.

The object of Physical Geography is to lead the student to understand the causes and activities of phenomena observed upon the earth's surface, and to awaken a special interest in nature and cultivate the habit of observation and thought concerning it.

The central idea of Industrial and Commercial Geography is one of commerce and the various industries of a country.

The natural conditions that affect commerce, as climate, soils, winds and currents are considered. Some of the topics are: Location and Growth of Cities; Transportation, Exports and Imports; Food Materials; Textiles and Manufactories; Metals and Minerals; Forestry and Irrigation, etc.

The industries and commerce of many countries are studied and the industrial life of our own State is given due time and attention.

## ZOOLOGY.

In Zoology the aim is not to make Zoologists, but to encourage observation, and to cultivate an appreciation of nature. It is intended to show the adaptation of scientific methods to public school work.

The work of Zoology is devoted to a study of the nine branches of Animals. As far as possible it is made practical by the study of local farms. Colton's Descriptive and Practical Zoology will be used as a text. The Library supplies all necessary reference books.

## PHYSICS.

Three terms are offered in general physics, the subject being divided for the three terms as follows:

I. Matter, its properties and conditions; mechanics and acoustics.

II. Heat and radiant energy.

III. Electricity and magnetism.

Our methods of instruction include a due proportion of textbook study, lecture-room demonstrations, and individual work in the laboratory, which is well provided with apparatus for illustrating the principles and performing the experiments.

A sufficient number of elementary experiments is required of each student to met the requirments for credit in the university. After each experiment for credit the student is to make a careful report in writing upon observation blanks especially prepared for the purpose. These reports, after review and criticism, by the teacher, are returned to the student who is given full credit for the work thus done.

## CHEMISTRY.

The work in Chemistry consists of two terms of daily recitations in addition to experiments and demonstrations by the instructor. When the students have gained a general knowledge of the elements and their combinations and have learned the meanings of formulas and equations, problems and exercises are given.

After the first few weeks each member of the class is required to report at least one afternoon each week for individual experimental work. All necessary chemicals and apparatus are provided without additional fees for their use. The latter part of the second term is given to the study of the compounds of carbon, in which the textbook is supplemented by works on Organic Chemistry.

## BOTANY.

Botany is studied with a view of obtaining a knowledge of the

form, structure and habits of plants. The order of procedure in the development in organ tissue, cells and protoplasm.

A compound miscroscope is used in the examining of seeds, germination, stem, root, and leaf.

The value of field work is recognized by requiring a search for plants of the vicinity and the making of an herbarium of at least twenty-five plants with analysis. Every effort is made to stimulate independent investigation, and to have the note book and herbariums express truthfully and clearly what is seen.

## ASTRONOMY.

The work in Astronomy embraces an outline of the celestial sphere and its circles, a description of the constellations, the problems of latitude and longitude, and descriptions of the earth, moon, and sun in relation to size, density, motions, etc.

Text—Young's Lessons in Astronomy.

## DEPARMENT OF MATHEMATICS.

The course in this department comprises the following subjects: Mental Arithmetic, one term; Book-keeping, one term; Algebra, four terms; Geometry, three terms; Analytical Geometry, one term; Trigonometry, one term. In addition to these, a special course in Arthmetic for teachers is offered in the spring term.

## ARITHMETIC.

The Normal School aims to give sufficient training in Arithmetic by review and revivification of what has been once passed over, as well as by a study of the psychology of number and the principles that underly its application, to enable the Normal graduates to teach Arithmetic intelligently, effectively and economically in the public schools.

There are two separate and distinct things in every problem—the solution and the operation. The first is the thinking process, the thinking out of the meaning of the terms, used, and the relation of the different parts; the second is the mechanical operation, the fingering and figuring to perform what in the first process has been thought out. Not one figure made until the problem has been thorouhgly thought out. Then and not until then, let the fingers fly like lightning to reveal the result. Preceding each recitation there should be drills in number combinations to give ease and facility in factoring, tables, aliquot parts, addition, subtraction, multiplication and di-

vision. All Arithmetic should discipline the reasoning powers and train to clear and concise statement of fact.

Texts—Brooks and Milne.

## ALGEBRA.

This subject continues through four terms. In the first, special attention is given to the elementary operations and principles and their application to the solution of simple problems. The easier methods of actoring are here taught, but the chief aim of this term's work is familiarity with algebraic language and thoroughness in the four fundamental operations.

No student will be permitted to begin the study of Algebra who has not received credit for Arithmetic.

The second term is a review and an extension of the work of the first,—literal and fractional exponents, and special cases in multiplication and division receiving particular attention. All this is done with reference to factoring to which the greater part of the term is devoted. Factoring being the basis of all future work in Algebra, satisfactory progress is impossible without a thorough knowledge of this subject.

The third term includes the study of fractions, simultaneous simple equations, involution, and evolution.

The last term's work begins with the theory of exponents and embraces the subjects of radicals, radical equations, and quadratic equations.

Texts—Milne's Elements, and Milne's Academic.

## GEOMETRY.

The work is begun by requiring the student to observe and construct the geometric forms and to learn the definitions, axioms, and postulates. A clear conception of these is essential to an understanding of the subject since they form the basis of the science. One of the chief objects of the study of Geometry is to cultivate logical exact thought, and clear, accurate expression. To secure this, the fundamental theorems in each book are used, their demonstrations being given—after which a large number of propositions are furnishel the student for original demonstration. The application of the principles of Geometry to Mensuration is made a special feature of the last term.

Text—Milne's Plane and Solid Geometry.

## TRIGONOMETRY.

The main features of the work in this subject are the following: The functions are defined as ratios and also represented by lines; sufficient analytical work for the development of all important formulas,—special emphasis being given to those essential to the solution of triangles.

Text—Wentworth's Plane Trigonometry.

## ANALYTICAL GEOMETRY.

This a one term study in higher mathematics, during the last term of the Senior year, in the Science course. It is optional with Ethics.

## DEPARTMENT OF HISTORY.

The work in this department comprises two terms in U. S. History (Preparatory Course), one term in Oriental and Grecian History, one term in Roman History, one term in English History, one term in Mediaeval and Modern History, one term in Civics, and one term in Economics.

The work in these branches is carried on not only by the use of the text-book, but also by extensive use of the library, the idea being to implant in the student a fondness for history, from a philosophic rather than chronological standpoint, and to show him the close connection existing between history and literature. All facts are learned only as a means to an end, this end being the cultivatio of sound judgment and the development of those powers in the pupil which will best serve him in after life.

The school library is well supplied with historic literature, histories for comparative reference, novels and works upon historical subjects. In addition to text-book work the student is also given topics to develop from outside sources.

## UNITED STATES HISTORY.

In connection with the history, biographical interest is awakened by short sketches from the lives of the great statesmen. The study of the institutional life of the country is considered of primary importance as it is the knowledge that will best serve the pupil in after life. To this end the student is encouraged to express his own ideas in connection with what he has gleaned from reading or any outside sources, and an endeavor is made to show him how the questions that present themselves to the people of this country

are the direct effect of past causes, and how, in general, such cause has its corresponding effect.

The object and methods of teaching are also discussed and exemplified. McMaster's History is used as a text.

Reference:—Thomas History of United States.

McMaster—History of the People.
McMaster—With the Fathers.
Fiske—Critical Period of American History.
Fiske—Old Virginia and Her Neighbors.
Hart—Essentials of History.

## GENERAL HISTORY.

Instead of one book in History like Myers' General History we now have in our new Courses three books—Oriental and Greek History, Roman History and Mediaeval and Modern History—requiring three terms to complete them. However, classes in Myer's General History will be formed in fall or spring term if a sufficient number desire it.

## HISTORY OF GREECE.

The history of Greece is one of the most interesting, attractive and culture-giving of all histories. An acquaintance with its historians, orators, and philosophers forms no small part of a liberal education. We study Grecian history primarily on the philosophic side, that we may learn the influence it has had on the world's history.

Text—Botsford's History of Greece.

Reference—Wolfson's Essentials in Ancient History.

Reading—Life of Pericles. Myths of Greece.

## HISTORY OF ROME.

In Roman history, the character, manners, and customs of the people and the lessons that we learn from their successes and failures are impressed upon the student. Morey's Outlines of Roman History is used as a text.

Reference:—Mommsen, Botsford and Myers.

## ENGLISH HISTORY.

The history of England is of primary importance to the American people, since we obtain our laws, customs, and government of the Teutonic language, customs, and institutions; the Norman conquest, language, thought, and government; the Magna Charta obtained

from King John and its effect on government; the Revival of Learning and the Reformation; Elizabeth's brilliant and successful reign, including the colonization of America, are topics that are fully discussed. Montgomery's English History is used.

Reference:—

Wrong's English History.

Larned's English History.

Readings:—Ivanhoe.

Lord's Lecture:—Queen Elizabeth.

Lord's Lecture:—Reformation.

Social England, 6 volumes.

## MEDIAEVAL AND MODERN HISTORY.

The chief aim of Mediaeval History is to show the marvelous development of the barbaric nations concerned in the overthrow of Rome into the advanced and cultured people of Modern Europe.

Modern History directs the student's attention to those things which the past has contributed to he presen and enables him o appreciae and value the progress and emancipation of the marvelous nineteenth century.

Text—Myers, Harding or Adams.

## CIVICS AND U. S. HISTORY.

This course embraces the origin, nature, theory, and necessity of government; the township, its origin and growth, as exhibited in the New England town, the Southern district, and the Western township, and its development into the county; the county into the colony, and the colony into the State; the origin of the Federal Union; the forms of governing the same under the Continental Congress, the Confederation, and the Constitution. Free use is made of the library, and subjects such as the following are investigated: "The Articles of Confederation," "The Ordinance of 1787," "Federalists and Anti-Federalists," "The Federal Executive," "Congress," etc. A great deal of stress is placed on the origin and development of the various parts of our government. Constant reference is made to Fiske's Civil Government, Bryce's American Commonwealth, Forman's Advanced Civics, Hindale's Ameircan Government, Fiske's Critical Period, Walker's Making of a Nation, Wilson's Theory of the State. The lives of such leaders as Washington, Hamilton, Jefferson, and Madison present a source of much reliable information concerning the "critical period" studied in this course.

A GROUP OF WOMAN'S HALL PEOPLE.

Hstory and Civics in this Course are combined—Civic without History is of little worth.

### ECONOMICS.

Ths course is intended to give the student a general knowledge of the more important elements in the existing form of industrial organization and the stages through which it has developed into its present complex system. The following are among the topics treated:

Wealth and its Consumption; Production of Wealth; Laws of Production; Theory of ExchangeN Money and Credit; Money and Banking; Monopolies; Railroad Transportation; Distribution of Wealth; Labor Problems; Single Tax; Socialism, and Governmental Revenues.

From time to time students will be required to prepare written reports an assigned topics; for this reason the ability to write good idiomatic English is required of every student entering this course.

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## DEPARTMENT OF ANCIENT LANGUAGES.

### LATIN.

Four years of Latin are offered, of which students in the Normal Course are required to take the first two years.

It is the aim of this department to give such instruction in Latin as is required for entrance by the leading colleges and universities of the country. The courses offered are especially designed to correspond to the work of the same grade done at the State University.

The work of the first year includes a thorough drill in the forms of inflection and the essentials of syntax combined with the acquirement of ease and correctness in the translation of easy prose into English and English into Latin as an adequate preparation for the work of the second year. Throughout the course emphasis is laid on the acquirement of a large vocabulary and the habit of deriving English words from the Latin, thus enabling the student to receive important practical benefits from the study of the language in addition to its value as a mental discipline.

### FIRST YEAR.

Term 1. Text to be selected.

Term 2. Text completed.

Term 3. Selections from Caesar and Prose Composition.

### SECOND YEAR.

Term 4. Caesar's Gallic War (Book I. and II. or an equivalent in the same text). Prose composition.

Term 5. Caesar's Gallic Wor (Books III. and IV. or an equivalent in the same text). Prose composition.

Term 6. Cicero's First, Second and Third Orations against Cataline. Prose composition.

### THIRD YEAR.

Term 7. Cicero's Fourth Oration against Cataline, Orations for the Poet Archias and Marcellus. Prose composition.

Term 8. Virgil's Aeneid (Books I. II. III.)

Term 9. Virgil's Aeneid. (Books IV. V. VI.)

### FOURTH YEAR.

Term 10. Cicero De Amicitia and De Senectute; Livy, Book XXI.

Term 11. Horace, Odes and Epodes.

Term 12. Tacitus, Agricola and Germania, Pliny's Letters, Equivalents may be substituted for courses 10, 11 and 12, at the discretion of the teacher.

### FOUR SPECIAL COURSES.

**Double Latin**—Students who pass examinations on the studies of the first year and on the studies of the second year equivalent to five recitations a week, are allowed to enter a special Latin class which recites nine times a week and takes the Latin of the first two years in one. This class is intended more especially for those of maturer years who are deficient in language. It enables them thoroughly and rapidly to bring their Latin up with their other studies.

**Latin Grammar Review Course** — This is a course for teachers giving them a rapid review of syntax as found in the various text books; discussion of the principles of Latin pronunciation and of prosody will follow, also methods of teaching Latin. One recitation a week.

**Greek and Latin Mythology**—Lectures, studies and reports. Required of third year classical students. One recitation a week.

**Latin Literature**—A general survey of Latin literature by means of lectures and required readings in the Latin authors and in English translations. Required of fourth year classical students. One recitation each week.

### GREEK.

The work in Greek gives such preparation as is required for

entrance to the leading colleges and universities, and the three years offered in this subject are arranged to correspond to the three years' preparatory Greek taught at the State University. A thorough drill is given in the inflections, the formation of words and the essentials of syntax during the first year. In the second and third year the aim is to inspire the student with the love of Greek literature and thought, to arouse an interest in Greek life, and to beget in him the ability to read and appreciate the language as a type of the best literature. In the Classical Course a student should take at least two years of Greek.

### FIRST YEAR.

Term 1. White's "First Greek Book" (Chapters I-XL).

Term 2. White's "First Greek Book" (completed).

Term 3. Xenophon's Anabasis (Bok 1). Prose Composition once a week.

### SECOND YEAR.

Term 4. Xenophon's Anabasis (Books II., III., and IV.). Prose Composition once a week.

Term 5. Lysias' Orations. Prose Composition once a week. Collateral reading in the library. Prose Composition.

Term 6. Homer's Iliad or Odyssey (Books I., II., and III.): Collateral reading: Jebb's "Introduction to Homer;" Gladstone's "Time and Place of Homer."

### THIRD YEAR.

Term 7. Lucian's Shorter Dialogues; Selections from Xenophon's Memorabilia.

Term 8. Selections from Herodotus, Thucydides, and the New Testament.

Term 9. Plato's Apology and Crito.

## DEPARTMENT OF MODERN LANGUAGES.

The Board of Regents has recently made German and French a regular part of the established curriculum. Four years' courses in each are offered.

The first year's work embraces principally drills in the accidence, simpler forms of syntax and conversation, together with an introduction to the less difficult gems in the literature, of the funda-

mental elements of their grammars, and of a good working vocabulary.

The second year will embrace a somewhat extensive course of instruction in their syntax, history and more especially their literatures. The instruction is by recitation in, and citations from, approved text books. Frequent exercises in translations of English into these languages are also required in both year's courses.

Students who expect to enter this department must have a thorough knowledge of the elements of English grammar, and should preferably have completed at least a year of Greek or Latin, although German is taken as a substitute for Greek, and French for Latin.

## FRENCH.

1. Chardenal's Complete French Course, and easy conversation throughout the year.

2. Course I. continued; Bocher's Otto's Fr. Reader.

3. Course II. continued; Chardenal's Complete Fr. Course and Bocher's Otto's Reader finished. Halevy's L'Abee Constantin.

## SECOND YEAR FRENCH.

4. Grandgent's Selections for Composition, throughout the year. Sand's La Mare au Diable; Merrimee's Columba.

5. Racine's Esther; Corneille's Le Cid; La Fontaine's Fables.

6. Molierre's Le Bourgeois Gentilhomme; selections of prose and poetry from modern authors.

A third year and a fourth year of French will be outlined as needed.

## GERMAN.

Five recitations a week throughout the year.

Four Years of German are offered. In the Classical Course and in the Modern Languages Course at least two years of German must be taken. The first year consists of the fundamental grammar work, with easy reading, some prose composition and the memorizing of simple poems.

The second year consists of more advanced readings and the application of the grammar. Not only is an attempt made to introduce the students to best German literature but also to acquaint them somewhat with the history of the country so that they may better understand some of the conditions under which the literature was written.

Students entering this department must have a thorough knowl-

BANQUET GIVEN BY WILLA HART BUTCHER TO THE SENIORS
AND THEIR FRIENDS.

edge of elements of English grammar and a year of Latin or Greek will be very helpful although not required.

Third and fourth year courses will be added as needed.

## TEXT BOOKS USED.

Below is given an exhibit of the character of the subject matter, list of text books used, and time in which they should be completed.

### PREPARATORY DEPARTMENT.

Arithmetic, Practical, Milne's Standard: Three terms.
Book-keeping, Williams and Rogers. One term.
Grammar, Patrick and Ridgon: Three terms.
Geography, Frey or Natural: Two terms.

### NORMAL AND ACADEMIC DEPARTMENTS.

Agriculture, Jackson and Daugherty, or Bailey, one term.
Algebra, Milne's Elements: One term.
Algebra, Milne's Academic: Three terms.
Arithmetic, Mental, Brooks: One term.
Astronomy, Young: One term.
Botany: One term. Coulter, Bergen or Andrews.
Chemistry, Avery or Newell: Two terms.
Civics, Moses or Boynton: One term.
Commercial Geography, Gannett or Trotter: One term .
Ethics: One term. Text to be adopted.
Economics, Ely and Wicker or Bullock: One term.
English, Higher, Reed & Kellogg: Two terms.
French, Chardenal or Gaspey's Otto: Six terms.
Greek, White, etc.: Six terms.
Geography, Physical, Davis or Tarr: One term.
Geology, Le Conte or Norton's Elements: One term.
Grammar, Patrick: One term.
German, Thomas, etc.: Six terms.
Geometry, Milne: Three terms.
History, Oriental and Grecian,, Myers or Botsford: One term.
History, Roman, Morey: One term.
History, English, Montgomery, Wrong or Larned: One term.
History, General, Myers: One term.
History, Mediaeval and Modern: One term.
History of Education, Seeley or Monroe: One term.

Literature, English, Halleck or Newcomer: One term.
Literature, American, Newcomer: One term.
Latin (First year), Collar & Daniel or Pearson: Three terms.
Latin Caesar and Grammar: One term.
Music, Nat. Music Course: One term.
Orthography, Reed: Until proficient.
Physics, Miligan & Gale or Hoadley: Three terms.
Psychology, Halleck or James or Titchener: One term.
Physiology, Overton: One term.
Pedagogy, White and Page: One term.
Rhetoric, Lockwood & Emerson, or BrBooks & Hubbard: Three terms.
Sociology, Small & Vincent, or Blackmar: One term.
Theory and Practice, Page: One term.
Trigonometry, Wentworth: One term
Training and Methods: One term.
Zoology, Holder or Colton: One term.

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## DEPARTMENT OF MUSIC.

### VOCAL COURSE.

### MRS. LULU M. BILLINGSLEA, Teacher.

To neglect the ear while we train the eye is to discriminate unfairly against one of the chief senses. To educate the child and not train him in music, is to give him a one-sided culture. He is not a complete man; he is defective; incapable of appreciating the marvelous and inexhaustible beauties of sound; unable to express his feelings in the most expressive way; shut out from sympathetic companionship of those more favored than himself, he has been robbed of his birthright."—From Morgan's "Studies in Pedagogy."

In order that students in the Normal School may have a knowledge of how to teach music, as well as to acquire the ability to read notes three distinct kinds of work are required.

First.—That of the theory and sight singing classes. The theory includes composition of measure, major, minor and chromatic scales written in G and F clefs, dynamic signs, time words, triplet, syncopation, and intervals; also voice and ear training; exercises in breathing tone placing, and articulation; exercises in rythm.

Second.—That of the professional work, in which are studied

the fundamental principles of education as applied to the teaching of music. In this class the pupils are given practice in the use of hand signs, finger signs for rhythm, the use of the pitch pipe and in pointing from the charts. Reading and theory lessons, patterned after those given in the training department, are presnted by pupils before the class, and criticisms by teacher and pupils follow the presentation of each lesson.

Third.—The opportunity for practice in teaching music under the supervision of the director of music, who points out and corrects such errors as may be made by teachers inexperienced in the work.

The aim is to have two classes each meeting two times a week. The first class will be composed largely of those students who desire a knowledge of the rudiments of vocal music and sufficient practice to enable them to read music fairly well and to sing in choruses.

The second class will be for more advanced students—for Seniors and Juniors—who in addition to the work of the first class will study how to teach music in the public schools.

Both classes are free.

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## INSTRUMENTAL MUSIC COURSE.

### MISS M. BERYL STEWART, Teacher.

Music generally speaking, is too apt to be regarded as a mere empty accomplishment. Consequently the time devoted to it is limited, and the knowledge attained superficial.

Experience has taught us that with no very extraordinary gifts, provided there is sufficient general intelligence, every one can accomplish something in music. Many are endowed with natural taste, correct ear, and poetical sentiment who may never have the opportunities necessary to make great artists. These are, however, capable of comprehending and interpreting good music. If only those who are capable of becoming great artists were taught music, we would lose one of the chief sources of recreation, and music, unlike many other amusements, leaves no sting in its trail.

Superior advantages are offered to all who wish to study Piano, or Organ. During the year opportunities will be given pupils to appear in public.

### TUITION.

20 lessons—2 lessons per week of 45 minutes each.....$15.00.
20 lessons—1 lesson per week of 45 minutes each.....$20.00

No deduction will be made for missed lessons except in case of sickness or when specially excused by intsructor.

(Note.—Miss Musette Beryl Stewart who has charge of the piano-porte department, graduated in 1900 from The Southern Conservatory of Music, Durham, N. C., continuing her study with E. M. Bowman, of Steinway Hall, New York City, in the spring of 1902 and the season of 1903-4.

Miss Stewart has had five years experience as a teacher. Her succes for three years in Fairmont in private work proves her efficiency as a piano instructor.)

## ENROLLMENT IN VOCAL MUSIC CLASSES.

### Ladies, 60.

Auvil, Della
Brand, Pearl
Billingsley, Lucy
Baker, Loutie
Bainbridge, Lydia
Bartlett, Myrtle
Bartlett, Clara
Barnes, Caroline
Clemmer, Edith
Carpenter, Lily
Clayton, Bertha
Cunningham, Susan
Chalfant, Blanche
Dean, Emma
Fiser, Ethel
Fergusin, Rhoda
Fetty, Lulu
Fleming, Elsie
Ferrell, Agnes
Hibbs, Ethel
Hull, Maud
Hamilton, Louise
Hill, Alpha
Hill, Laura
Hess, Cora
Harris, Ethel
Harr, Joecilla
Hartley, Oleta
Kelley, Orpha
Keck, Martie E.
Knight, Leila
Knotts, Myrtle
Liggett, Bessie
Locke, Ida
Little, Elsie D.
Murray, Kate
McCombs, Effie
Merrifield, Anna
McKinney, Tillie
Mather, May
Pople, Bessie
Prickett, Maud
Pope, Elizabeth
Roberts, Loella
Rogers, Pearl
Smith, Alta
Smith, Mary
Straight, Georgia
Straight, Willa
Shinn, Frankie
Swisher, Julia
Smith, Bessie
Traugh, Orpha
Traugh, Sophrona
Thomas, Blanche
VanGilder, Willa
Wilson, Nellie
Watson, Dora
West, Laura M.
Wiley, Laura N.

**Gentlemen, 41.**

Amos, C. E.
Amos, H. Fay
Barker, Sylvester
Bartlett, H. R.
Baker, Kenneth
Billingslea, C. O.
Brooke, Harry
Conaway, R. Gerstell,
Condit, George S.
Daugherty, Curtis
Feather, Dana
Fluharty, M. A.
Grimes, Gordon
Gainer, Douglas
Gwynn, Jesse
Gibson, Clarence
Gaskins, Walter
Hess, Thos.
Huffman, Blaine
Johnson, W. W.
Jones, Orvil
Jack, Hugh
Kennedy, James
Keck, Thos.
Layman, Walter
Lake, W. Faye
Matthews, Roy
Murphy, R. B.
Moore, Lloyd E.
McIntyre, Dennis
Marshall, E. E.
Nay, Orville
Phillips, Herbert
Phillips, Russell
Reeves, J. Walter
Reeves, Roscoe
Snider, C. H.
Smith, Frank.
Toothman, Glen
Watson, Leslie
Weeks, L. C.

In Memory of

Mrs. Walton Miller, (Ida W. Fleming) member of the class of 1890, who died the twenty-first day of April, 1906.

## NORMAL STUDENTS IN INSTRUMENTAL MUSIC.

**Total, 15.**

Brand, Pearl
Billingsley, Lucy
Baker, Loutie
Bainbridge, Lydia
Davis, Ella
Hill, Laura
Malone, Blanche
Straight, Willa
Shinn, Frankie
Smith, Bessie
Traugh, Sophrona
Tierney, Delia
Tierney, Bessie
Wiley, Laura N.
Post, Cecil

## PIANO PUPILS NOT IN THE NORMAL.

**Total, 47.**

Bishop, Kathleen
Brown, Mrs. F. A.
Clawson, Rex
Crane, Mrs. Reed
Coffee, John
Dent, Jessie
Frey, Hazel
Fleming, Clarence
Frey, Edith
Flaherty, Anna
Friedman, Nettie
Gailmard, Ralph
Huff, Grace
Harne, Chloe
Hostler, Lily
Hamilton, Ruth
Hutchinson, Mrs. C. E.
Hutchinson, Frank
Hood, Hazel
Klaw, Edith
Kopp, Harry
Lloyd, Louise
Miller, George, Jr.
Mason, Ethel
Miller, Minnie
Miller, Ruth
Minor, Anna
Malone, Floy
Pritchard, Nellie
Phillips, Ruth
Pethel, Lelle
Riggs, Virginia
Reinheimer, Anna
Ruckman, Lucile
Ridgeway, Hazel
Snider, Knightie
Selby, Irene
Shore, Frances
Satterfield, Margaret
Satterfield, Frances
Satterfield, Lloyd
Satterfield, Gladys
Straight, Jessie
Thomas, Elsie
Todd, Reva
Wyer, Mrs. L. E.
Wilson, Sallie

## DEPARTMENT OF ORATORY, ELOCUTION AND PHYSICAL CULTURE.

### ANNA L. GRANT, Teacher.

**National School of Oratory, Philadelphia.**

"The orator is educated by the quickening and developing of all the intellectual faculties, cultivating the imagination, deepening and guiding the feelings, disciplining all the agents of expresson, making the will sovereign, and then leaving him free to express his thoughts, convictions and emotions in accordance with his own temperaments." The personal and literary culture afforded by this training is of the highest value to men and women in every walk of life. "When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory.'

The system of physical culture taught preserves and develops health and gives grace and beauty to the body, which produces greater vigor of mind.

Attention is also given to the strengthening and culture of the speaking voice. Stammering, lisping and other defects of speech may be overcome by the application of the principles taught.

### STUDENTS IN ELOCUTION DEPARTMENT.

**GRATUATING CLASS.**

Alphia Virginia Hill
Susie Humphries
Hazel Ross McDonald
Mary Wheeler

**Normal Students, 54.**

Byrd, Nellie
Baker, Kenneth
Billingsley, Lucy
Billingsley, Frank
Burnside, Guy H.
Cook Ella
Coffman, Hugh
Cox, Nannie
Carpenter, Lillie
Davis, Pearl
Feather, Dana
Michael, Ollie
Meredith, Aubrey
Mitchell, Lenore
Mason, Flossie
Nuzum, Lessa
Powell, Mary
Parrish, Chessie
Peddicord, Julia
Peters, Alvis
Reeves, Frank
Reeves, J. Walter

THE NORMAL SCHOOL ORCHESTRA.

Fortney, Hugh
Hileman, Oral
Huff, Gertrude
Harris, Jesse
Hull, J. T.
Hull, Wm. E.
Holt, Golden
Haymond, Frank
Johnson, W. W.
Keck, Martie
Lemley, Howard
Little, Elsie
Little, Bessie
McConnell, Nellie
Reese, Nellie
Romine, Ransel
Roberts, Loella
Straight, Willa
Smith, Alta
Shurtleff, J.
Sutter, Louise
Tierney, Bessie
Wilfong, Florence
Williams, Laura
Wiley, Laura N.
Watson, Dora
Wade, Zoe
Yost, Janie

**City Class, 36.**

Amos, Meryl
Amos, Fay
Burnside, H.
Boyers, Katherine
Blocher, Mart
Barnes, Frank
Barnes, George
Collier, Gwendolin
Durrett, Mrs. Dr.
Fleming, Carter
Feather, D.
Holt, Meryl
Huff, Aleen
Harden, Nell
Hickman, L.
Irwin, Frank
Jacobs, Edna
Manley, Lolo
McNeely, Elizabeth
Michael, Eva
Musgrave, Oma
McCluskie C.
Merrifield, Ruth
Meredith, A.
Prettyman, Peryl
Parks, William Shore
Ruckman, Katherine
Reeves, Frank
Redic, Lillie
Reinheimer, Malvin
Reeves, J. W.
Sturm, Glenn
Shinn, Chas.
Tuttle, Helen
Ward, Mary
Wilson, Bertha

## GENERAL INFORMATION.

### LOCATION.

Fairmont is a city "set on the hills" and it can not be hid. It it a growing city of 10,000 people, seventy-eight miles east of Wheeling twenty-two miles from Grafton and thirty-three miles from Clarksburg, having the Baltimore and Ohio, the Fairmont, Morgantown and Pittsburg, and the Monongahela river railroads passing through it. It is the county seat of Marion county, a county that expends more than $110,000 each year for the education of its 10,000 children, a county that employs 250 teachers and one that pays the highest salaries in the State—$45 in country schools, $50 to $60 in city primary schools, and from $60 to $150 a month to Principals of schools. In the county there are more than twenty towns employing two teachers up to 41 teachers. Fairmont, the capital city of this county, has 7 ward schools, a very fine High School, 41 teachers, and the commodious State Normal School. It can offer greater opportunities and large facilities for education, probably, than any other city in the State.

Commercially it is not excelled by any city of its size in several States. Its seven banks pay out hundreds of thousands of dollars every month in wages. More coal is shipped from its yards than from any other single yard in the State. It has fifteen churches, a $75,000 Y. M. C. A., a strong W. C. T. U. organization with a good building of its own. But Fairmont needs all these churches, schools, and other helpful institutions in order that Education and Righteousness shall not be swallowed up by the greed for gold. Education and Religion and Temperance are all not enough to stay the mad rush for wealth in this decade. Let every thoughtful, sensible parent encourage in a large degree the Education of all our young people to the full extent of the opportunities offered by these Public and Normal Schools.

### BUILDINGS AND GROUNDS.

The Normal building is constructed of red brick with stone sills and lintels. It is well proportioned and presents a grand and imposing appearance. It has a frontage of 100 feet, with a depth of 150 feet.

The basement contains gymnasium rooms for ladies and gentlemen, janitor's room, storage rooms, and rooms for the heating apparatus. The first story contains six large class rooms, a small

class rom, an apparatus room, and office and two cloak rooms, and five flights of stairs to the second story and basement.

The second story contains a beautiful new chapel and study hall, nine large class rooms, two offices, library, cloak room and ladies' parlor. The third story contains the large auditorium, one of the finest assembly roms in the State, capable of seating one thousand persons, and two splendid society halls. There are also two dressing rooms on this floor supplied with lavatories.

The building is finished throughout with West Virginia pine and presnts a very pleasing effect. It is ventilated by the Bennett & Peck system, and heated by a new steam plant. The outside steps and platform are Cleveland sandstone with ornate buttresses and trimmings. The entrance to the building from Fairmont avenue is adorned with a handsome vestibule which contains an ornamental steel ceiling. A Howard clock with dials eight feet in diameter adorns the tower. This elegant edifice is placed upon a most beautiful location in what is known as the South Side of Fairmont. The grounds, occupying an entire square, have been recently graded and terraced and a splendid stone wall runs the entire length of the grounds along Fairmont avenue, Second street, Gaston avenue and Third street.

This building is the most complete and commodious single school building in the State. A cut of the complete building and the Woman's Hall may be seen on another page of this catalogue.

## THE WOMAN'S HALL.

### MISS MOLLIE VIRGINIA SMITH, Preceptress.

The Legislature of 1905 appropriated $17,500 for the year ending September 30, '05, and $17,500 for the year ending September 30, '06, for the purpose of building and furnishing a Girls' Dormitory, for the Fairmont State Normal School.

Governor A. B. White vetoed the appropriation for the year '05, leaving $17,500 to be used by the Board of Regents for the building.

Supt. Thos. C. Miller and Secretary J. W. Nesbitt, of the Board of Regents, were appointed a committee to supervise the erection and furnishing of this building. How they accomplished so much with the one-half appropriation is the wonder of all who examine the building. The architect, and builders all did their work well. (Mr. A. C. Lyons, architect, and Holbert & Spedden, contractors)—and teachers and students enjoy their handiwork.

The Dormitory, or Woman's Hall, is a beautiful three-story building adjoining the Normal building, containing kitchen, pantry, large dining room—large enough for 40 students and teachers at one time—

3 rooms for the house keeper and his family, 7 large rooms for teachers, and 22 rooms for lady students two in a room, besides parlors and reception halls, also study hall—all rooms finished in oak, and teachers' and students' rooms furnished with beautiful furniture—iron beds, springs, mattresses, wardrobe, center table, wash stand and bowl, pillows, 2 chairs and 1 rocker. Students bring pillow cases, sheets, towels, napkins, and comfort or blanket.

Twenty rooms have been furnished and are ready for students. Board and room only $3.00 to $3.50 a week, according to location of room.

## SUGGESTIONS.

Students will please remember:

1st. That they are ladies and gentlemen.

2d. That good order is indispensable to the best work.

3d. That there should be a definite time for study ,for exercise, for meals, and for sleep.

4th. That there should be no talking or laughing in the class rooms, library or chapel.

5th. There should be no gathering in groups, or promenading on the streets, or absence from rooms during study hours.

6th. Students should retire not later than 10:30 P. M.

7th. That absence and tardiness should never occur except in case of illness.

8th. That politeness, generosity and industry are always appreciated.

9th. That regular attendance at Sunday School and Church services is a duty of the highest importance.

10th. That keeping company with the opposite sex is as a rule inconsistent with strong work in the school.

11th. That no student wil be allowed to absent himself from recitations or examinations.

12th. Do not be too anxious to enter advanced classes. There will be no time to make up back studies.

13th. Come expecting to work faithfully and honestly, prepared to make any sacrifice for your own good, and for the good of the school.

14th. Bring with you as useful for study or reference all the textbooks you have.

15th. Do not attempt to complete the prescribed course of study unless you have good bodily health and having this do not jeopardize it by practicing the false economy of living without sufficient or suitable food, or necessary comforts.

A TEACHER'S ROOM IN WOMAN'S HALL.

## FACILITIES FOR WORK.

"The true university is a collection of books."—Carlyle.

### LIBRARY.

ANNA BELLE DOWNTAIN, Librarian.

The Alumni library started about twenty years ago by the Alumni Association formed the nucleus of the present Normal Library. Books have been added during recent years, until now it contains three thousand four hundred and thirty-seven volumes (this does not include Government reports, of which there are over two thousand), and is especially complete in the departments of Pedagogy, History, Literature and Economics.

The use of the library is facilitated by a card catalogue, according to the Dewey decimal system, containing the title of every book, and the name of its author. Great care has been taken in the selection of books, and the use of them made by the students shows that the collection has been well chosen. The number of reference books is unusually large.

On the second floor near the principal's office is a well lighted room, which is fitted up for a library and reading room. It is furnished with cases, reading tables and easy chairs.

### RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 8:30 to 12 M. on Saturdays.

Books may be retained two weeks. and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room; when it is returned, the borrower should see that the charge is canceled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours but at all times when the library is open.

Magazines are not to be taken from Library during month for which they were issued.

### PUBLIC DOCUMENTS.

Through the efforts of Hon. Wm. L. Wilson, this school was designated as a depository of public documents; accordingly all val-

uable and important works issued by the departments of the government are forwarded to the library.

## CURRENT LITERATURE.

Leading articles in the magazines are reported on in the several composition classes, and the students are required to read articles assigned by the teachers. In this way public questions are thoroughly discussed. Current topics in newspapers are also reported from week to week.

## READING ROOM.

An excellent reading room is maintained for the school, and many of the leading periodicals are furnished, among which are the following:

### MONTHHLY.

American School Board Journal.
American Boy.
Art Interchange.
*American Education.
Atlantic Monthly.
Country Life in America.
Century.
Cosmopolitan.
Cumulative Index to Periodicals.
Current Literature.
Book News.
The Bookman.
Fortnightly Review.
Everywhere.
Education.
Harper's Monthly.
Ladies' Home Journal.
Forum.
Burr-McInosh.
McClure's Magazine.
Popular Science Monthly.
Cameron Star Tribune.
Parsons Advocate.
Wetzel Democrat.
Searchlight.
North American Review.
Good Housekeeping.
Readers' Guide to Periodical Literaturt.
Magazine of Fun.
Review of Reviews.
The Studio.
Physical Culture.
World's Work.
Woman's Home Companion.
Technical World.
Contemporary Review.
West Virginia Schol Journal.
Sunday School Times (weekly).
The Etude.
Journal of Geography.
Normal Instructor.
School Review.
Scribner's Magazine.
Success.
Clarksburg News.
Gassaway Era.
Fairmont West Virginian.

## WEEKLY AND DAILY.

Harper's Weekly.
Independent.
Literary Digest.
N. E. Journal of Education.
Pathfinder.
Saturday Evening Post.
The Outlook.
Scientific American.
Youth's Companion.
*Clarksburg Telegram.
*Elkins Inter-Mountain.
*Hampshire Review.
*Mannington Enterprise.
*Peace.
*The White Ribbon.
*Mountain Echo—Keyser.
*Philippi Republican.
Little Chronicle.
*Preston County Journal.
The Times.
*State Journal.
*Tygart's Valley News—Elkins.
*West Union Record.
Wheeling Daily Intelligencer.
Charleston Mail.

*Furnished free by the publishers, to whom thanks are returned.

## LITERARY SOCIETIES.

Two literary societies, the Mozart and the Lyceum, are connected with the school. Both ladies and gentlemen may become members of each society. Students are not compelled to join a literary society, but they are advised to do so. A literary society, properly conducted, supplies some features in education that are not likely to be supplied by any other agency. Although a rule adopted by the Regents gives the Faculty control of the literary societies, yet this control is largely delegated to the members, and they elect their officers, assign performances, punish their own members for neglect of duty, and conduct the affairs of the societies generally, the Faculty having such control and oversight as wil prevent any individual from being wronged, the time wasted or the school injured by any improper conduct.

The following are the officers of the Mozart Literary Society, June 8, 1906:

President, J. Walter Reeves.
Vice President, James Kennedy.
Secretary Alice Cook.
Treasurer, John C. McKinney.
Critic, Dana W. Feather.
Doorkeeper, Guy H. Burnside.
Motto—Adipiscimur lucem dilabo.
Flower—Pansy.

Officers of Normal Lyceum:
President, Oliver Shurtleff.

Vice President, Walter Reeves.
Secretary, Gertrude Huff.
Treasurer, Florence Jack.
Censor, W. W. Johnson.
Critic, Zoe Wade.
Sergeant-at-Arms, W. Faye Lake.
Motto—"Sic itur ad astra."
Flower—White Rose.

## INTER-NORMAL CONTEST.

A. J. Wilkinson, Esq., a prominent graduate of the Fairmont Normal School, class of 1884, has offered to the Normal students an opportunity to compete in oratory by offering two prizes. First prize, $25 in gold; second prize, $10 in gold. In 1898 he offered a prize to the member of the senior class of any of the Normal Schols who would write the best application for a school. This prize was won by Miss Hallie Swan, of Tyler county, a graduate of the Fairmont Normal School.

On the evening of April 8, 1899, in the city of Parkersburg, the second Inter-Normal Oratorical contest was held, and the first prize was won by Mr. Tusca Morris, of the Fairmont Normal School. April 26, 1900, witnessed the third oratorical contest at Clarksburg. Shepherdstown Normal receiving first honors.

The fourth Inter-Normal contest was held in the City of Charleston, February 9, 1901, the representative of the Athens Normal school winning first place.

The fifth annual contest was held April 5, 1902, at Grafton, in which J. C. Bond, a student of this school, won first prize, giving Fairmont three first prizes in five contests.

The sixth annual contest was held at Martinsburg, April 11. 1903, the first prize being won by the representative of Marshall College Normal School, Miss Willa F. Hickman, of the Fairmont Normal taking the second prize.

At Hinton, April 16th, the 1904 contest was held. Marshall College was awarded first prize, and Shepherdston College, second prize. Mr. E. B. Harden represented Fairmont Normal School.

The eighth, of 1905, contest was held at Grafton, W. Va., Saturday evening, April 27, 1905. Each of the Normal Schools was represented. Mr. Lee, of Marshall College, received first prize, Mr. Miller, of Shepherdstown, second, and Miss Vermillion, of West Liberty, third. Mr. William Kennedy represented the Fairmont State Normal School.

In the spring of 1906 Mr. Wilkinson renewed his offer to the six Normal Schools, but on account of indifference on the part of two or three he withdrew the offer and made a new one of $25 in gold to the

BANQUET GIVEN BY WILLA HART BUTCHER TO THE SENIORS
AND THEIR FRIENDS.

student of the Fairmont State Normal School who should write and deliver the best oration at a contest to be held in June, 1906.

The decision of the judges was in favor of Mr. Oliver Shurtleff, a member of the class of 1907. The names of the contestants and the subjects of their orations are given below; also the names of the judges:

The Power of an Ideal ..... Dana W. Feather
America in the East ..... Frank C. Haymond
The Gibraltar if America ..... Guy H. Burnside
Louisiana Purchase Exposition .....J. T. Hull
The New Citizen ..... Oliver Shurtleff
The New Divine Right ..... Zoe Wade
Character Building .....J. Walter Reeves

Judges—Prof. T. J. Humphrey, Rev. J. C. Broomfield, Mrs. W. S. Mayers.

## PRIZES FOR 1906-7.

Mr. Wilkinson renews his offer to the Fairmont State Normal School, but increases the amount to $30 to be awarded as follows: $20 to the student who writes and delivers the best oration, and $10 to the second best. This contest will be held in June, 1907.

Rev. J. C. Broomfield, pastor of the Methodist Protestant Church, of Fairmont, who for a year has taught the young men's Bible class composed of students in the Normal, offers a prize of $20 to the student, lady or gentleman, who in June, 1907, by vote of the faculty of the Normal School, shall be chosen as the best all-round student in these particulars: In diligence, in progress, in school work, in faithful adherence to noble purposes, in care of health, in purity of thought and life, in obedience to rightful authority, in sweetness of disposition; or in restraint and control of strong passions, in slowness to speak evil or to condemn, and, in a word, lovely and loveable in character.

This prize calls attention to what is best in student life, to those elements of character that make one admired and loved by all who know him. Some students are sweetly negative, they never do any wrong, neither do they any good. A student of strong character who makes mistakes and fails to keep always in sight of the Ten Commandments, but who strives to correct his mistakes and who sincerely repents of his misdeeds is altogether to be preferred to the one of weak character. So in choosing the student of worth the faculty will be far from considering mere "goodness" as the essential quality most to be admired and desired.

A third prize will be a valuable one, $25 to $50, to be offered by the Woman's Suffrage Association, of Fairmont, W. Va. This prize

will be given to the student of the Normal School who writes and delivers the best oration on some question of Equal Suffrage to be selected by the Association.

The contest will probably take place at the close of Winter term, or early in the Spring term.

## GYMNASIUM AND ATHLETICS.

The Gynasium is well supplied with apparatus consisting of striking bags, chest machines, dumb bells, Indian clubs, horizontal bars, parallel bars, etc. Out-door exercise and games are encouraged and a uniformed base ball team has been organized which has sustained itself creditably in several match games.

A lawn tennis outfit, basket ball and croquet set have been purchased for outdoor play for the young ladies, and suitable and popular indoor games provided for cold weather.

## MORAL CULTURE.

This school is a State institution, and as such is in every respect unsectarian. It esteems sound morality, obedience to truth and virtue, and a courteous regard for the opinions of others as matters of paramount value. Everything that would contaminate the moral character, incur reproach or weaken virtuous habits, is carefully guarded against. There are eleven churches in town, with regular Sabbath services, each having prosperous Sabbath schools, and other Christian organizations. Students are cordially welcomed to these privileges. All students are required to be present at the chapel exercises of the school each day.

Abundant opportunity presents itself in the life of the school for the testing of the moral character and the exercising of those virtues which are indispensable to the teacher. The cultivation of such qualities as industry, self-denial, earnestness, and generosity is as important to the student as the development of the mental powers. The intercourse between the students and teachers is characterized by sympathy and mutual helpfulness.

## MORAL REQUISITES.

While as a State School this institution is wholly secular and its instruction has no reference to religious, sectarian or political dogmas, yet it is designed to inculcate the principles of good citizenship and honorable manhood. Each student is treated as a gentleman or lady and expected to exhibit a corresponding deportment.

No pupil can continue in this school on other conditions. It is expected that all students properly observe the Sabbath and attend church on that day with some one of the congregations of the town. No immoral, profane or dissipated person can remain a member of the institution. Parents need have no fear in this respect in sending their children to this school. Students addicted to cigarette habit must break the habit or withdraw from the school. The use of tobacco in any form is prohibited.

## DISCIPLINE AND SUPERVISION.

Experience has proved that knowledge and method in instruction are of little worth without prompt and close attention to school duties on the part of the student.

The discipline of the school is, therefore, closely observant of departures from needful regulations. She student is expected to exhibit in this department all those qualities which he would ask of pupils in his own school. His character for industry, integrity, and refinement in heart and manner will, beyond mere scholarly attainments, mark his fitness for the teacher's work, or for any profession, and be made an imperative condition of certificate of graduation.

## SESSIONS OF SCHOOL.

There is one session a day, beginning usually at 7:30 A. M. and closing at 1:00 P. M. Study hours are two hours in the afternoon and from 7 to 10 in the evening. Students are required to be present at the chapel exercises each morning at 9 o'clock and to observe study hours as above.

## EXAMINATIONS.

Pupils shall attend all required examinations of the year, and no pupil shall be permitted to advance who does not attain a standing of seventy-five per cent., including class standing and examination.

Normal pupils who fail to make a standing of seventy per cent. shall forfeit their State appointment at the end of the term.

These examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge, under the supervision of the Principal. The examinations are held at such times as the Faculty may direct.

Candidates for graduation shall complete all regular senior year work two weeks before commencement day. Candidates for gradua-

tion having other than regular spring term senior year work will continue in said work until the regular term examinations.

All students who pass examination on a branch and obtain a standing of seventy-five per cent. will receive credit for the completion of that study, which credit will be entered on the student's report card and in the permanent record book of the school.

New students entering the Normal for the first time are usually assigned without examination to such classes as in the judgment of the Principal and the assignment committee they are prepared to pursue. Students who have failed in any branch may take it the day before the beginning of the next term, if they show that a reasonable amount of study has been put upon it.

For special examinations a charge of $1.00 will be made.

## STATE CERTIFICATES.

Any person who completes the Normal course of study and who is of good moral character, will receive a diploma, which shall entitle him upon application, without examination, to a State Certificate, good for six years, provided, he shall present satisfactory evidence to the State Board of Examiners that he has taught successfully three years in the State under a Number One Uniform Certificate, two of which said three years shall immediately precede the application for such certificate. When the holder of this State Certificate shall present to the Board satisfactory evidence that he has taught successfully four years under this certificate, he shall be entitled to receive, without examination, a certificate good for twelve years. These professional certificates are valid in any school in the State, and are equivalent to a Number One Uniform Certificate, but of much longer duration being good for 30 years without further examination.

## CONDITIONS OF GRADUATION.

Satisfactory examinations shall be passed on all the branches required by the Course of Study. A thesis upon some educational subject shall be required of each candidate for graduation. Also a Commencement Oration is required.

Each candidate for graduation must hand the Principal an outline of his commencement oration not later than February 1st of the year in which he is to graduate, and the oration complete must be given said teacher by April 15th, following.

## STANDING OF THE SCHOOL.

It is the purpose of the Board of Regents and Faculty of the school to maintain a high degree of scholarship and professional training, so that those who complete the course shall be well prepared for the work of teaching.

## POSITION FOR TEACHERS.

This school does not provide positions for its graduates or undergraduates, but it will aid them in securing places whenever it is possible. Trained teachers are always in demand. We have many inquiries for good teachers at excellent salaries, and during the past year a larger number of our students were engaged in teaching than ever before, and yet we had calls which we were not able to supply. One town made a call upon us in June, 1906, for six Normal School graduates—four were supplied.

## NORMAL APPOINTEES.

The number of students which each county in the State shall be entitled to appoint to the State Normal Schools, free of charge for tuition, shall be as follows:

| | | | |
|---|---|---|---|
| Barbour | 90 | Mineral | 93 |
| Berkeley | 138 | Mingo | 31 |
| Boone | 56 | Monongalia | 120 |
| Braxton | 151 | Morgan | 48 |
| Brooke | 48 | Monroe | 83 |
| Cabell | 168 | McDowell | 56 |
| Calhoun | 63 | Nicholas | 68 |
| Clay | 33 | Ohio | 300 |
| Doddridge | 90 | Pendleton | 63 |
| Fayette | 150 | Pleasants | 56 |
| Gilmer | 71 | Pocahontas | 53 |
| Grant | 48 | Preston | 143 |
| Greenbrier | 135 | Putnam | 108 |
| Hampshire | 80 | Raleigh | 70 |
| Hancock | 52 | Randolph | 82 |
| Hardy | 50 | Ritchie | 123 |
| Harrison | 150 | Roane | 112 |
| Jackson | 143 | Summers | 93 |
| Jefferson | 112 | Taylor | 90 |
| Kanawha | 315 | Tucker | 82 |
| Lewis | 112 | Tyler | 90 |
| Lincoln | 82 | Upshur | 93 |
| Logan | 40 | Wayne | 143 |
| Marion | 143 | Webster | 40 |
| Marshall | 143 | Wetzel | 123 |
| Mason | 168 | Wirt | 67 |
| Mercer | 120 | Wood | 198 |
| | | Wyoming | 40 |

## ADMISSION.

Any white person of proper moral character having sufficient preparation may be admitted to the school at any time. The age of applicants must be—male, not less than fourteen, and females, not less than thirteen years. It is desirable that all students enrolling shall have previously completed the Common School Course of Study, but Arithmetic, Physiology and United States History may b taught whenever, in the opinion of the Principal, such may be necessary. The Common School Course diploma, or a first or second grade uniform certificate will be taken, or the student can pass entrance examination.

Upon entering school, the student will be placed in such class or classes as his attainments and ability warrant. Students desiring to enter the third or fourth year classes will be permitted to do so, provided they can pass a satisfactory examination in all the branches belonging to the preceding year.

Applications for appointments to the State Normal Schools should be made to the Superintendent of Free Schools of the county in which the applicant resides, or to the principal of the school which the student desires to attend. You can secure the appointment after you come to school. Do not wait for it, the Principal will look after it for you.

Every certificate of appointment to the Normal Schools of this State shall be directed to the school which the applicant may desire to attend. The County Superintendent making such appointment shall at once notify the Principal of said school of such appointment. The Faculty of said school shall, subject to appeal to the Board of Regents, have power to annul any appointment or certificate for non-attendance, inaptitude to learn, immorality, or other good cause. In case of a certificate being thus annulled, the Faculty shall notify the County Superintendent who issued the certificate of such nullification; whereupon, if no appeal is taken to the State Superintendent within twenty days after the action of the Faculty, he may make an appointment to fill the vacancy thus created. Every County Superintendent shall keep a record in his office of all appointments made by him.

Each appointee shall deliver the certificate of appointment to the Principal of the Normal School to which it is directed, and the Principal shall thereupon file it with the records of the school, and enter the name of such person on the register of Normal pupils.

## DEPARTMENT OF ART.

### Miss Amy L. Ridgeley, Teacher.

### DRAWING COURSE.

(1) Elementary free-hand drawing from geometric solids.

(2) Drawing from casts, busts, ornaments, details of human figure—hands, feet, etc.

(3(( Natural foliage from plants, also drawing from objects shaded with charcoal.

(4) Drawing from cast, landscape, fruits, foliage and flowers in water color and colored crayon pencils.

(5) Making designs for wall paper and borders.

As a result of this art training, there should come a knowledge of the importance of drawing, its value in the other departments of school, an understanding of fundamental principles, some ability to create and express the beautiful, a broader culture and an appreciation of beauty in nature and art.

### NAMES OF STUDENTS IN DRAWING (78).

Anvil, Della
Amos, Curt
Boggs, Lucy
Byer, Eunice
Barnes, Caroline
Brooks, Harry
Barker, Sylvester
Billingslea, Cecil
Baker, Kenneth
Billingslea, Frank
Blaney, Lillian
Clayton, Bertha
Cox, Nannie
Conaway, Dora
Conaway, Ernest
Conaway, Emmet
Condit, George
Coleman, Charles
Cleis, Mrs. William
Cole, Mamie
Durrett, Mrs. Dr.
Ferrell, Agnes
Felty, Lulu
Feather, Dana
Gillespie, Mrs.
Gaskins, Walter
Hill, Laura
Huff, Gertrude
Johnson, Adelaide
Jack, Florence
Jones, Albert
Johns, Ralph
Keck, Martie
Kelley, Orpha
Kennedy, James
Kennedy, Edward
Keck, Thomas
Long, Mrs.
Layman, Walter
Lemley, Fred
Lovett, Brennie
Lake, J. L.
Little, Elsie
Mockler, Bessie
Murphy, Katie
Michael, Roy
Marshall, Ernest
McKinney, John
Martin, C. H.
Martin, C. G.
Michael, Ollie
Morgan, Mrs. James
Nay, Orville
Nixon, Margaret
Post, Lilian
Pople, Bessie
Purinton, Ruth
Prickett, Maude
Post, Cecil
Pigott, James E.
Post, Late
Roberts, Loella
Reeves, Roscoe
Reed, Sidney
Swisher, Julia
Straight, Georgia
Straight, Willa
Snider, Coy
Southern, Virginia
Scott, Harry
Starcher, Mrs. Lairson
Toothman, Glenn
Thomas, Blanche
Van Gilder, Fairy
Watson, Lelia
Wilson, Nellie
Watson, Dora
Watson, Leslie

FRONT VIEW OF WOMAN'S HALL.

## FREE TUITION.

Tuition is free to all students.

## OTHER EXPENSES.

An incidental fee of $1.60 per term is charged. This fee is due at the time of enrollment and must be paid on entering.

A method called "Rooming" is very popular here both with the students and with the families who take boarders. It is this: The student pays so much for the furnished room ($1.00 to $1.50) and for the cooking, he supplying his own provisions. Whatever he provides is cooked, and his room is taken care of by the family as it would be were he boarding. By this method the cost is reckoned at about $2.50 to $2.75 per week, and the only inconvenience is the matter of providing.

Students who desire to board in clubs can reduce expenses to $2.50 per week by practicing economy. Board can be obtained at rates ranging from $3.00 to $4.00 per week, including room, fuel and lights. Two persons are expected to occupy one room. Those desiring to room alone can usually do so by paying a higher price.

Arrangements for board can be made better after arrival than by correspondence.

## VISITORS.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our chapel exercises, which begin at 9 A. M. The school belongs to the State. Our friends show their interest by paying it an occasional visit.

## RELIGIOUS ORGANIZATIONS.

A Young Men's Bible Class has been organized under the supervision of the International Committee of the Students' Y. M. C. A. The class seeks to cultivate the habit of daily systematic study of the Bible. Membership is entirely voluntary. All young men of the institution are cordially welcomed. Rev. J. C. Broomfield was their regular teacher during year 1905-6.

The regular sessions of the Y. W. C. A. are held in the Music Room every Friday evening at 7:15 o'clock. Topics concerning student life are discussed in a manner beneficial to all. This organization wields a great influence for good in this school.

## DIRECTIONS.

Those who contemplate attending a Normal School would do well to write us. Do not hesitate to ask questions concerning the school; we like to answer them. When you have decided to attend our school, let us know upon what train you will arrive, and we will have some one meet you at the depot. If you do not know in time to write, and arrive in town between the hours of 7 A. M. and 5 P. M., come to the school building.

## SCHOLARSHIP FOR GRADUATES OF THE F. S. N. S.

Washington and Lee University, Lexington, Va., worth $50.

The Tulane University of Louisiana, New Orleans.

Graduates of the school can learn all particulars concerning these scholarships by addressing the Principal of the Fairmont Normal School, Fairmont, W. Va.

## ADVANTAGES SUMMARIZED.

We herewith present a few reasons why the youth of West Virginia, of both sexes, who desire an education that will fit them for business, college or teaching, should attend the Fairmont State Normal School.

1. It is easily accessible.

2. The healthfulness of the place and the sociability of the people are proverbial.

3. The Normal building is large, commodious, in thorough repair, provided with modern furniture, large blackboard surface, maps, library, lexicons, encyclopedias, physical and chemical apparatus, and musical instruments.

4. The Faculty is composed of teachers from the best schools in the country, who have added to their scholarly qualifications a varied and successful experience in teaching in both common and higher grade schools.

5. Thorough instruction in Instrumental Music and Voice Culture is given by the best teachers in the State.

6. In the Department of Elocution and Oratory thorough and systematic work is done by a specialist.

7. The school has an ESTABLISHED REPUTATION, and points with pride to the more than five hundred and fifty graduates, and to the more than three thousand teachers who attended one or more terms since its organization but did not graduate, who have been and are engaged in the profession of teaching, besides the many

who fill positions of trust and profit in political, business and professional life, to show the place it occupies in the public esteem. THE DEMAND ANNUALLY MADE UPON THE SCHOOL FOR TEACHERS IS GREATER THAN THE SUPPLY.

8. Tuition for pay pupils is lower than at any school of like grade in the country, being only $6.00 per term of thirteen weeks. State pupils, on appointment, go free.

9. Boarding is only from $2.50 to $3.50 per week. The necessary expenses need not exceed $40.00 per term of 13 weeks.

10. The Academic course in instruction includes those branches embraced in the preparatory schools of our best colleges and universities, among which are higher mathematics and ancient languages, and those who complete this course will be admitted to the University classes without further examination.

11. A special feature is the literary work by the students. The entire school is graded into classes, each one of which is under the direct personal care of one of the teachers. Opportunities for this work are also offered by the Literary Societies.

12. Particular attention is paid to the development of the social qualities of the students. The intermingling of the sexes in the school and society work, where each one is held accountable to the law of personal honor and integrity, has been found to be productive of the most gratifying results. By these means the exercise of discipline has been reduced to the minimum, and the rule of self-government made supreme.

During the past year receptions have been held for the social benefit of the students. Upon these occasions the Faculty has been the receiving party, and they have been found to unite teachers and students much closer, as well as to render the students more intimately acquainted with one another.

## THE WOMAN'S HALL.

**(By the Preceptress, Mollie Virginia Smith, in the June Bulletin.)**

Since the erection of the present Normal School building nothing has been added in the way of equipment that means so much for the school as does the Woman's Hall—the new building for the accommodation of the girl students.

For the past several years it has been difficult for young women to find temporary homes in Fairmont at prices that a self-supporting student can afford to pay, and since so many housekeepers prefer to let their rooms to boys and young men, the price was not the only drawback. It had become a problem what to do with young women students—a problem, however, that young women themselves had be-

gun to solve by going to boarding school or to other Normals where the home feature was not so perplexing.

Friends of the school had long been sensible of the need of a habitation for the girls, and realizing that if the need was not supplied the school would suffer, watched eagerly the effort to secure an appropriation for a building; and while the result was not just what they hoped, it was much better than nothing, as is shown by the new brick structure now on the campus.

The new building contains about forty rooms, those for students and teachers being of good size, light, and well ventilated; a large dining room, spacious parlors, a veranda, wide and inviting, and all overlooking a beautiful campus.

The rooms are neatly furnished and everything is provided that modern comfort and convenience demand.

Twenty young women are now enjoying its hospitable shelter, and another year will probably see its capacity taxed in providing for those who will seek admission to its fold.

Besides the advantages in the way of comfort, convenience and economy, life at the Hall will have a social side that is a legitimate part of every young woman's education.

There she will have an opportunity to cultivate the social ameni-

There she will have an opportunity to cultivate the social ameniwith teachers and students, to develop a spirit of helpfulness, and share in the benefits of a community of interests.

## WHAT THE GIRLS SAY.

At the request of Prof. Fleming some of the girls at the Hall have given their opinions of affairs as run at that institution under present management. We publish the following:

The Woman's Hall, under the management of Miss Mollie Va. Smith, is an ideal home for girls.—A. V. C.

I am favorably impressed with the Woman's Hall. It is what our teachers and students have needed for some time.—S. E. H.

Girls will find life at the Hall very pleasant, and will not want for a true friend or a wise counselor while Miss Smith is in charge. —G. H.

The Woman's Hall under the direction of Miss Mollie Va. Smith is certainly the very best thing that has ever happened or could ever happen to the F. S. N. S.—A. S.

Our Woman's Hall, lacking the usual rigid rules of most halls, has proved to be a pleasant home for teachers as well as students. —E. R.

Young lady students who wish to enjoy the pleasures of a beau-

tiful home combined with school life, should place themselves under the care of our ideal preceptress at the Woman's Hall of the Fairmont State Normal School.—F. D. T.

The Woman's Hall is an ideal home for girl students at the Fairmont State Normal School; pleasantly situated, handsomely furnished, delightful and home-like in every respect.—I. L.

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## FAIRMONT STATE NORMAL SCHOOL.

### Report of Principal Fleming Abridged and Condensed for the June Bulletin.

The year just closed has been a prosperous one, with an enrollment in the Academic and Normal departments during the year of 144 fall term, 137 winter term, and 221 spring term, making 502 in all. Deducting the names of students counted more than once the enrollment in these two departments is about 300. The model school enrolled between 20 and 25. The music department had a chorus class of 40 and 47 private pupils. Mrs. Billingslea has had more than she could do all the year. This department is growing in favor each year and a larger number are joining the general music classes.

The musical entertainment given by Mrs. Billingslea's pupils May 31, 1906, is said to be the best for several years. The total enrollment in vocal and piano classes is 163, the largest in the history of the school. Not by any means to be overlooked when we speak of music in the school is the Normal orchestra of eight instruments under the leadership of Mr. George Condit, Miss Gertrude Huff, pianist. Next year it will probably be enlarged and become an essential part in all entertainments.

Another department that has taken on new life and awakened new interest is that of elocution, under the direction of Miss Anna L. Grant. In all there was an enrollment in her classes of 80 pupils, 51 students from the Normal School and 29 from the city. For the first time there is a class to be graduated: Alpha T. Hill, Hazel Ross McDonald, Susie Humphries and Mary Wheeler, June 11, 1906. This is encouraging and the outlook for next year is bright.

A third department usually denominated a side issue has been made of great value this year. This is known as the art department and is presided over by Miss Amy L. Ridgeley. The aesthetic idea has not prevailed to the exclusion of all ideas of utility. Beauty and service have been combined. Surprising progress has

been made by many students in free-hand drawing, a study that every teacher should take, and one that no mechanic can get along well without. Altogether 79 pupils were enrolled in this department, eight of whom were from the city.

None of the studies in the three departments named are compulsory, yet, in the best schools of other States all these are taught and teachers pass examinations upon them. We cannot afford to be far behind the best. Special teachers of music are employed in six to eight of our largest city schools; drawing is slowly being introduced; Parkersburg and Marietta, Ohio, a few years ago each employed an elocution teacher one-half his time, and some other cities make provision for a few lessons each week in their high schools.

It is well to note that vocal music, elocution and free-hand drawing are all taught to Normal pupils, in classes, free of any charge. Add to these penmanship and bookkeeping and twenty more branches without cost and it seems to me no student can complain of not having enough to choose from. What more extras should we offer? A new and exceedingly valuable department, not mentioned, has been added this year. This is the most serviceable of all the extras. I refer to our model school, under the supervision of Miss Isabel Davenport, and the immediate direction of Miss Elizabeth Rowland, from Oshkosh, Wisconsin, Normal School.

It is a rare thing to find a young teacher who does better work than he has seen. Good results are most quickly attained by those who have seen good teaching and who have been trained to do the same. The model school of two or three grades is a revelation to young teachers, and to some older ones also, of what can be done in a few weeks of proper teaching with children six and seven years old. This is an extra department, but it is one that the Fairmont Normal cannot afford to do without. Any more extras offered the Normal students this year?

Yes, yes. Not all has been told. Ask the twenty-five young ladies in the new Woman's Hall what they think of the beautiful home the State has given them this year. Ask the boys of the gymnasium and of the Athletic Association what the benefits were this year and what the prospects are for next year.

Well, I have written of the extras only that have been offered our Normal students this year. Neither time nor space will permit me to name the good and substantial things in the regular departments of the Normal. We expect next fall to continue to offer a "world full" of opportunities to seekers after knowledge, and cordially invite you to join us in the search.

## A LETTER FROM THE ALUMNI COMMITTEE.

August 3, 1906.

Prof U. S. Fleming,
Principal State Normal School,
Fairmont, W. VA.

Dear Sir:

The undersigned Committee, appointed at the last (June 1906) meeting of the Alumni Association, to gather information from the members of the Association in order to correct the Alumni Record in the Annual catalogue, beg leave to report that the time is too short in which to obtain full information for the current issue of the catalogue, and suggest that the record be published later, either in the Fall or Winter number of the catalogue, after the complete information is secured.

The Committee feel sure that it is not out of place to make a special appeal to thee members of the Alumni Association, the under graduates and the friends of the institution everywhere to do active work in behalf of our Alma Mater, in directing the attention of teachers and others contemplating attending school, to the many advantages offered by this institution. The facilities pointed out in the catalogue are made a thousand times more valuable to the young man or woman seeking training and education, by the uplifting spirit of education and helpfulness pervading every department, both in the school and community surrounding it. The thirty-five years of active history of the institution, graduating over 600 persons, and the aggregate attendance of undergraduates in that time of more than 7,000 persons going into all the walks of life and especially educational work, stamps the character of the institution as of the highest order in its sphere and worthy of our best young men and women.

With highest regards, we are,

Yours truly,

B. L. BUTCHER,
E. E. MERCER,
WILLA HART BUTCHER,
Committee

The usual publication of the Alumni Record in the catalogue is omitted in the present issue, from the fact that the committee appointed by the Alumni Association at the last meeting (June, 1906) to gather data to correct the record from information secured from the members, were unable to report in time for the present publication. The promise is made to print the record in the next quarterly, if the work of the committee has been completed.

This record has always been regarded as a most valuable addition to the catalogue, giving information of the work of those who have graduated from year to year, as to their location, occupation, etc.

The programme for the annual meeting held at the Normal Auditorium, June, 1906, was as follows:

# Schedule of Courses,

(For 1908, and following Classes. Class of 1907

| THE NEW COURSES OF STUDY. | FIRST YEAR. | SECOND YEAR. |
|---|---|---|
| **FALL TERM.** | | |
| Normal Course..... | Oriental and Greek History, English, Latin, Physiography. | Algebra, Rhetoric and Literature, Latin, Mediaeval and Modern History. |
| Classic Course ..... | Oriental and Greek History, English, Latin, Physiography. | Algebra, Rhetoric and Literature, Latin or Greek, Mediaeval and Modern History. |
| Modern Lang. Course | Oriental and Greek History, English, Latin or German, Physiography. | Algebra, Rhetoric and Literature, Latin, German or French, Mediaeval and Modern History. |
| Science Course..... | Oriental and Greek History, English, Latin or German, Physiography. | Algebra, Rhetoric and Literature, French, German or Latin, Mediaeval and Modern History. |
| **WINTER TERM.** | | |
| Normal Course ..... | Adv. Mental, English Latin, Industrial Geography. | Algebra, Rhetoric and Literature, Latin, English History. |
| Classic Course..... | Adv. Mental, English, Latin, Industrial Geography. | Algebra, Rhetoric and Literature, Latin or Greek, English History. |
| Modern Lang. Course | Adv. Mental, English, Latin or German, Industrial Geography. | Algebra, Rhetoric and Literature, Latin, German or French, English History. |
| Science Course ..... | Adv. Mental, English, Latin or German, Industrial Geography. | Algebra, Rhetoric and Literature, French, German, or Latin, English History. |
| **SPRING TERM.** | | |
| Normal Course ..... | Algebra, English, Latin, Roman History. | Algebra, Rhetoric and Literature, Latin, Botany or Zoology. |
| Classic Course ..... | Algebra, English, Latin, Roman History. | Algebra, Rhetoric and Literature, Latin or Greek, Botany or Zoology. |
| Modern Lang. Course | Algebra, English, Latin or German, Roman History. | Algebra, Rhetoric and Literature, Latin, German or French, Botany or Zoology. |
| Science Course..... | Algebra, English, Latin or German, Roman History. | Algebra, Rhetoric and Literature, French, German or Latin, Botany or Zoology. |

## PREPARATORY COURSES.

**Fall Term**—Arithmetic, Geography, Grammar, U. S. History.
**Winter Term**—Arithmetic, Geography, Grammar, U. S. History.

pursues the old courses. Recitations 45 minutes.)

| THIRD OR JUNIOR YEAR. | SENIOR YEAR. |
|---|---|
| Geometry, English Literature, History of Education, Civics and U. S. History. | Chemistry, Physics. Biblical History and Pedagogy and Psychology, School Supervision and Training Work. |
| Geometry, English Literature, French or German, Latin or Greek. | Physics or Chemistry, French or German, Latin or Greek, Psychology. |
| Geometry, English Literature, German or French, Civics and U. S. History. | Chemistry or Physics, French, German, Psychology. |
| Geometry, English Literature, French or German, Civics and U. S. History. | Chemistry, French or German, Physics, Plane Trigonometry. |
| Geometry, English Literature, Economics, Commercial Geography. | Chemistry, Physics, Pedagogy and Psychology, Sociology and Training Work. |
| Geometry, English Literature, French or German, Latin or Greek. | Physics or Chemistry, French or German, Latin or Greek, Sociology or Psychology. |
| Geometry, English Literature, Economics, German or French. | Chemistry or Physics, French, German, Sociology. |
| Geometry, English Literature, Economics, French or German. | Chemistry, Physics, French or German, Sociology or Spherical Trigonometry. |
| Geometry, English Literature, Geology or Astronomy, School Sanitation and Architecture, etc. | Chemistry or Trigonometry, Physics or Agriculture, Ethics or Child Study, and Educational Psychology, Methods and Training Work. |
| Geometry or Geology or Astronomy, English Literature, French or German, Latin or Greek. | Physics or Chemistry, French or German, Latin or Greek, Ethics. |
| Geometry, English Literature, German or French, Geology or Astronomy. | Chemistry or Physics, French, German, Ethics. |
| Geometry, English Literature, French or German, Geology or Astronomy. | Chemistry or Agriculture, French or German, Physics, Ethics or Analytical Geometry. |

**Spring Term**—Arithmetic, Physiology, Grammar and Composition, Bookkeeping.

NOTE—Orthography throughout the Courses until proficient. Vocal Music, Penmanship and Drawing to be provided by the Principal.

## ALUMNI MEETING

## FAIRMONT STATE NORMAL SCHOOL

## NORMAL AUDITORIUM,

## WEDNESDAY, JUNE 13, 1906.

## PROGRAMME.

President's Address ..... J. Walter Barnes, '79
Reception by Vote of Class 1906.
Memorial Address ..... Miss Willa Hart Butcher, '81
In honor of Miss Kate Ebbert, '81.
Memorial Address ..... Mrs. N. R. C. Morrow
In honor of Mrs. Walton Miller.
Memorial Address ..... B. L. Butcher, '74
In honor of Dr. James W. Chesney, '77.
Memorial Adress ..... Carter Faust, '97
In honor of Miss Bess Maxwell Marsh, '97.
Poem ..... Tenth Anniversary of Myers Class
Janie McKinney, '96.
History and Prophesy ..... The Senior of To-Day
Aubrey Meredith, '06.
Address ..... Principal U. S. Fleming, '73
Reception at Woman's Hall.

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Series Four

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Number Four

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# FAIRMONT
# STATE NORMAL SCHOOL

# Bulletin

## MAY 1908

Catalogue for the Year Beginning
September 8, 1907 and Ending June 1, 1908

Announcement for the Year Beginning
September 16, 1908 and Ending June 15, 1909

THIRTY-NINTH CATALOGUE

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# Announcements 1908-1909

Registration Day, Tuesday, September 15, 1908.

Examination Day (for higher standing), September 15, 1908.

Fall Term Begins Wednesday, September 16, 1908.

Training School Opens September 21, 1908.

Thanksgiving Recess, Wednesday evening, November 25, to Monday, November 30, 1908.

Fall Term Closes Wednesday, December 23, 1908.

Winter Term Begins Tuesday, January 5, 1909.

Washington's Birthday, February 22, 1909.

Winter Term Ends Friday, March 20, 1909.

Spring Term Begins Tuesday, March 23, 1909.

Annual Sermon to School, June 13, 1909.

Commencement, June 15, 1909.

Summer Term Begins Thursday, June 17, 1909.

Fall Term Begins Wednesday, September 15, 1909.

# Board of Regents

Hon. Thomas Condit Miller, *State Superintendent of Free Schools and ex-officio President of the Board.*

Hon. M. C. Lough, *Secretary* - - - - - *Fairmont*

Hon. F. C. Cook - - - - - - - - - *Welch*

Hon. H. P. McGregor - - - - - - - *Wheeling*

Hon. Robert S. Carr - - - - - - *Charleston*

Hon. Stuart H. Bowman - - - - - *Huntington*

Hon. Elliott Northcott - - - - - *Huntington*

**Executive Committee.**

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Joseph E. Sands, Esq., *Secretary and Treasurer.*

W. Scott Meredith, Esq.

**President.**

Chas. J. C. Bennett.

**Preceptress of Woman's Hall.**

Miss Mollie Virginia Smith.

**Janitors.**

J. M. Gantz.

Thos. S. Manley, *in charge of Woman's Hall.*

Editors and Staff Normal Bulletin

# The State Normal Schools

There are six State Normal Schools in West Virginia, viz.: Marshall College, Fairmont State Normal, West Liberty State Normal, Glenville State Normal, Shepherds College and Concord State Normal. These institutions differ in size only. Their courses are exactly the same, being selected by the same Board of Regents, each subject is studied the same length of time in all their schools, the diplomas from one has the same legal worth as from the other. Two of them are called Colleges, but they as all the others, are simply first rate High Schools (if the Academic courses are in mind) or Normal Schools if reference is made to the teachers' training work. These two institutions were founded in buildings which were formerly used by Colleges and when the State organized them as Normal Schools the old names were retained. This information is given since many young people think they are going to college when they go to the above named schools.

Again under the law all the Normal Schools excepting the one at Huntington are branches of the last named one. This is true only in that *they were established after* it was founded. As was said, they are all equal before the law in the grade of their courses and in the worth of their diplomas. All the Normal Schools have the Academic courses which fit a boy or girl for college, but are in no sense colleges themselves.

### Purposes of the Normal Schools.

The Normal Schools of West Virginia are organized and supported for three purposes—to *provide qualified teachers for the public schools,* and in the second place *to give a good academic education to students preparing for college,* and in the third place to give the opportunity to young men and women who wish to make the best use of their talents and their time, for business or for culture. The modern conception of education is not a getting ready for complete living hereafter, but it embraces all human life from the cradle to the grave. Hence the period of school life should be filled with the things that are conducive to the highest well-being of every child.

Enable him to live as fully and completely now while getting ready for larger and more earnest work in the future. Education completed is the result of growth and development. The child first of all and most of all is an animal whose animal nature is to be so curbed and restrained in part and developed in all that is best that the body shall be able to do, and ready to do effectively whatever an intelligent mind may decide, and a disciplined will command. Education begins with a mother's voice and look, continues throughout the whole of life here, and immeasurably expands in the life to come. School life is real life, the halcyon days of one's existence, in which the ideal life is most swiftly approached. The ideal education that leads to ideal living consists in the symmetrical development and growth of all that is best in the human (repressing the evil by strengthening the good), into the highest being and most efficient doing of which he is capable.

The education that shall help the child to grow is one of thoughtful teaching, wise training and healthful environment. The ideal in education involves more than intellectual brilliancy, or football prowess, or artistic posings, or Websterian voice, or musical symphonies—no one of these nor all of them could make a symmetrical man.

Observe the youth who has caught a vision of the ideal. He moves with speed along the shortest line, the line of least resistance, towards the perfect man. Yet as the asymptote to the curve, in analytical geometry, may forever and ever approach its curve, so the vision of the ideal may forever recede as the youth approaches. Happy indeed is he who has had a vision of his life's ideal, though far distant and unattainable it may seem.

He moves on the line of unending progress toward the infinite. Read what Bishop Spaulding says about this never-ending progress:

"It is a man's chief blessedness that there lie in his nature infinite possibilities of growth. The growth of animals comes quickly to an end and when they cease to grow, they cease to be joyful; but man, whose bodily development even is slow, is capable of rising to wider knowledge, and purer love through unending ages. Hence, even when he is old—if he has lived for what is great and exalted—his mind is clear, his heart is tender, and his soul is glad. Only those races are noble, only those individ-

uals are worthy, who yield without reserve to the power of this impulse to ceaseless progress. Behold how the race from which we have sprung—the Aryan—breaks forth into ever new developments of strength and beauty in Greece, in Italy, in France, in England, in Germany, in America; creating literature, philosophy, science, art; receiving Christian truth, and through its aid rising to diviner heights of wisdom, power, love, and knowledge. And so there are individuals—and they are born to teach and rule—for whom to live is to grow; who, forgetting what they have been and what they are, think ever only of becoming more and more. Their education is never finished; their development is never complete; their work is never done. From victories won they look to other battlefields; from every height of knowledge they peer into the widening nescience; from all achievements and possessions they turn away toward the unapproachable Infinite to whom they are drawn. Walking in the shadow of the too great light of God, they are illumined and they are darkened. This made Newton think his knowledge ignorance; this made St. Paul think his heroic virtue naught. Oh, blessed men, who make us feel that we are of the race of God; who measure and weigh the heavens; who love with boundless love; who toil and are patient; who teach us that workers can wait. They are in love with life; they yearn for fuller life. Life is good, and the highest life is God; and wherever man grows is knowledge, wisdom, strength; in faith, hope, and love; he walks in the way of heaven."

This State Normal School owes its reputation and standing to the character and efficiency of the thousands who for awhile sojourned in its halls, then departed to live the truths they had grasped. It still exists to discover truth and to reveal it to mankind.

Large purposes, as indicated above, belong to Normal Schools in common with all the other good schools. But in the last few years the purpose as shown in the name "Normal" is coming to the front and now this school is making a specialty of *training teachers for the common schools of the State.* It is to this end that the training school was established. Also the school is a fine High School and as such our graduates are entered well in the State University at Morgantown or any other good colleges.

## History of the Fairmont Normal School.

The Fairmont State Normal School is one of the oldest schools in the State. It was really founded by the citizens of the City of Fairmont in 1865, and is a monument to the intelligence and enterprise of the people in what was then a small town.

The town started the new building, which has now become well known as the "Old Normal," but before it was finished, the State by an act of the Legislature, in 1867, joined with the town in its construction.

This old building, now used as one of the ward schools of Fairmont, was supervised by Dr. Blair, who was principal up to 1878. In it were educated hundreds of West Virginians. Its brightest men and women. Dr. Blair was one of the most scholarly men ever at the head of the Normal and gave the institution such a standing in those early days that it rivaled the University in the number of its students, and the breadth of its instruction. The town of Fairmont used one part of the Normal building as a public school, but with the growth of the town and the school, a separation became necessary. At that time, an iron bridge nearly a hundred feet in height, had been built across Coal Run, thus opening up and connecting with Fairmont, a beautiful tract of rolling country. Through the skillful management of Professor J. Walter Barnes, who was then principal, a goodly sized piece of land was secured in this new section, and an appropriation of $32,000 secured from the Legislature secured for the erection of a new building. This amount was increased by $15,000 obtained from the sale of the old Normal to the City.

In February, 1892, at the City of Charleston, the contract was let for the construction of the present Normal building, and on June 4th the corner-stone was laid by the Masons with imposing ceremonies. On March 27th, 1893, the school formally took possession of the new building, with an interesting program of exercises.

## Buildings and Grounds.

The building is constructed of red brick with stone sills and lintels. It is well proportioned and presents an imposing appearance. It has a frontage of 100 feet, with a depth of 150 feet.

Student Body Officers

The basement contains gymnasium rooms for ladies and gentlemen, janitor's room, storage rooms, and rooms for the heating apparatus.

The first story contains four recitation rooms for the teachers of French and German, of Mathematics, of English Language and Literature, of History and Civics, the Physics and Chemistry laboratory, and then a room for the Training School. These comprise the kindergarten room, (the children of the grades) School room, and the lecture room for the Training School teachers.

The second story contains an attractive chapel, which is used for Morning Exercises and as a daily study hall, the rooms of the teachers of Latin, of the Assistant in English, of the Art teacher, also the Library, the offices of the President and the First Assistant.

The third story contains the large auditorium, one of the most attractive and satisfactory assembly halls in the State. It is capable of seating one thousand people. It is furnished with opera chairs and as one of its ornaments has a Grand Concert piano. Also on the third floor is the private instruction room of our teacher in Instrumental Music, and two large halls for the Mozart and Lyceum Societies.

The building is finished throughout with West Virginia pine and presents a very pleasing effect. The outside steps and platform are Cleveland sandstone with ornate butteresses and trimmings. The entrance to the building from Fairmont avenue is adorned with a handsome vestibule, which contains an ornamental steel ceiling. A Howard clock with dials eight feet in diameter adorns the tower. This elegant edifice is placed upon a most beautiful location in what is known as the South Side of Fairmont. The grounds, occupying an entire square, have been recently graded and terraced and a splendid stone wall runs the entire length of the grounds along Fairmont avenue, Second street, Gaston avenue and Third street. Many ornamental shade trees and vines, planted years ago, are now grown and give shade and beauty to the Campus. The building is the most complete and commodious single school building in the State. A cut of the complete building and the Woman's Hall may be seen on another page of this catalogue.

## The Woman's Hall.

MISS MOLLIE VIRGINIA SMITH, *Preceptress.*

The Dormitory, or Woman's Hall, is a beautiful three-story building adjoining the Normal building, containing kitchen, pantry, large dining room—large enough for 44 students and teachers at one time—rooms for the housekeeper and family, seven large rooms for teachers, and 22 rooms for lady students two in a room, besides parlors and reception halls, also study hall—all rooms finished in oak, and teachers' and students' rooms furnished with substantial furniture—iron beds, springs, mattresses, wardrobe, center table, wash stand and bowl, pillows, two chairs and one rocker. Students who wish to room in the Hall bring pillow cases, sheets, towels, napkins and comfort or blanket.

Board and room only $3.00 to $3.50 a week, according to location of room.

Upon entrance, $2.00 is required, which sum is used to defray expenses incident to the general wear and tear of the Hall. Naturally, this is not refunded.

The Woman's Hall dining room is open to young men as well as young women. They can buy best meal tickets for $3.15 (21 meals.) A large number of the young men take advantage of this privilege, especially those who come in on the trolley.

The Hall is also the social center for students. After meal the students gather in the spacious parlors for conversation, innocent games and music. By the liberality of students and Faculty, a new piano has been placed in the parlors for the students' enjoyment.

Quite frequently the students of the school have social literary, and religious meetings in these parlors.

The Hall is not only a place to live, but is intended to be a real place of education, in all those gentle arts and manners that are need in polite and refined society. On this principle the preceptress is expected to look after the table manners of the students, the way they demean themselves to each other, how they keep their rooms, and their observations of the laws of health.

The simple old rule of love and consideration is the only one which is used as the basis of the regulations in the Hall. Where so many are gathered together, with rooms adjoining, and above

and below each other, there is the necessity as well as the greatest opportunity of the cultivation of the proper behavior in view of comfort and rights of one's neighbors. So students are expected during study hours (which are from 7:30 to 10:00 P. M.) to refrain from noise in the halls or their own rooms, which would disturb those who wish to study. This has come to mean especially abstaining from talking in the halls, heavy walking, running up and down the stairs, and letting the water run in the bath while the bath room door is open.

Then, from 10:00 P. M. until the rising bell (6:30 A. M.) every one is expected to be quiet enough to allow those who wish to sleep to do so. This is insisted upon, as one noisy person can disturb many people.

The students' consideration is expected to extend also to those in the kitchen who serve them. This means that they will be on time for their meals, will ask for no meals to be carried to the rooms, except in case of sickness, and will return trays to the kitchen.

Our Hall is a home and we wish the girls to take pride in keeping their rooms attractive. To do this students must refrain from scratching matches on the wall, throwing paper and dirt behind the radiators, etc. It is a part of an education to keep the room attractive as well as it should be a part of one's religion not to abuse the property of another. We insist all the way through the Normal that the knowledge of facts, and the discipline in study are only important phases of your education; equally important are good taste, just and cultivated appreciation, consideration of the welfare and happiness of others.

An inventory of all the things in the student's room is made on her entering it, and she is expected to replace anything which is destroyed by her carelessness.

The money received from students pays only for the food and service, and the daily care of the halls. The State pays for all the rest; namely, heat, light, repairs, furniture, so that the student gets the board at cost and room, light, etc., free. This, again, calls for the cultivation of care and economy on the part of each one, as the amount saved thereby goes to increase the comfort of all.

This last point finds opportunity for being exercised in another way. Very much of the work about the Hall is done by girls who are working their way through the Normal. They are our most worthy students, and to make their tasks as light as

possible, their hallmates are encouraged to be careful about keeping the hall clean.

The Hall this year was fully equipped with fire escape. One was made into a covered passage way, leading from the second story of the Hall to the Normal building. This facilitates quick passage from class rooms to bed rooms, or one of the parlors for quiet study. Also in rainy weather, it is a great convenience, especially for those not overly strong. It is virtually living in the Normal building.

The building is lighted by natural gas. Two mantles are furnished to each student per term; if they use more than this, they must pay for them. Steam is used to heat the building, so that the halls and rooms are all comfortable.

All three floors are fitted out with bath rooms containing porcelain bath tubs, wash bowls and closets. There is hot and cold water, day and night. This is made possible by an automatic water heater in which the gas is never turned out

The Hall has the Consolidated telephone, which has connections all over the country, and in the Normal building is the Bell 'phone also.

## Library.

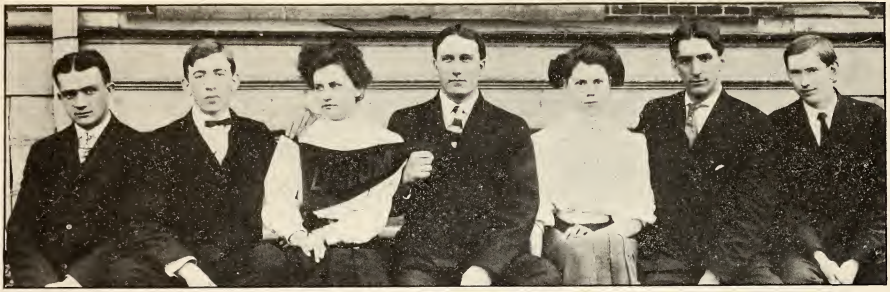
"The true University is a collection of books."—Carlyle.

The alumni library started about twenty years ago by the Alumni Association formed the nucleus of the present Normal library. Books have been added during the recent years, until now it contains about 5,000 catalogued volumes (this does not include government reports, of which there are over 2,000), and is especially complete in the departments of pedagogy, history, literature and economics.

The use of the library is facilitated by a card catalogue, according to the Dewey decimal system, containing the title of every book, and the name of its author. Great care has been taken in the selection of books, and the use of them made by the students shows that the collection has been well chosen. The number of reference books is unusually large.

On the second floor near the president's office is a well lighted room, which is fitted up for a library and reading room. It is furnished with cases, reading tables and easy chairs.

The library should be the student's intellectual home. When he comes here he should take several hours in going from case to



Officers Normal Lyceum

case, and thus familiarize himself with the character of the books in each section. Also he should have a note book in which he notes down the names of books which he hopes to read while here. When the new books are placed on the desk, he should carefully look through the table of contents, notice the authors and decide whether he would wish to read the book later. Too many students come here as they go elsewhere, and simply study the text book, whereas they should remember that a text book furnishes "texts" only, and that the full "sermon" is to be found in the splendid treatises in the library.

Each teacher hands to the library a list of books which the students of his class need for additional reading to his subject.

The library has a large number of the best periodicals. It will be a good thing for the students to look over the contents of all the best ones each month as they come in and read the few articles in each one which appeal to him. But he should select out some first rate worthy newspaper as the Outlook or Literary Digest to read carefully, so that he may keep intelligently abreast of the times. Spending, however, very much time in reading the magazines, especially the stories, is largely a waste; better put the time on a good solid book.

In this note book, the student should list some books which he is going to buy as soon as he is able. It is better to read a few books over and over, and to master them. These should later be bought. But the library enables one to get acquainted with these books beforehand.

"The library may be regarded as the solemn chamber in which a man can take courses of all that have been wise and great and good and glorious amongst the men that have gone before him."—G. Dawson.

### Rules and Regulations.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 8:30 to 12 M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before

being taken from the room; when it is returned, the borrower should see that the charge is cancelled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours but at all times when the library is open.

*Magazines are not to be taken from the library during month for which they are issued.*

The student should soon familiarize himself with the card catalogue, by means of which he can readily find if a certain book is in the library, and just where it is.

A fine of three cents a day will be charged for each day over two weeks.

### Current Literature.

Leading articles in the magazines are reported on in the several composition classes, and the students are required to read articles assigned by the teachers. In this way public questions are thoroughly discussed. Current topics in newspapers are also reported from week to week.

### Reading Room.

An excellent reading room is maintained for the school, and many of the leading periodicals are furnished, among which are the following:

Atlantic Monthly, Charities, Country Life in America, Correct English, Current Literature, Book News, Education, Ladies' Home Journal, Primary Teacher, North American Review, Review of Reviews, World's Work, West Virginia School Journal, Normal Instructor, Scribner's Magazine, McClure's, The Outlook, The Harper's Weekly, Collier's Weekly, Saturday Evening Post, The Delineator, Woman's Home Companion, The Educator, Literary Digest, Cosmopolitan, St. Nicholas, Kindergarten, Good Housekeeping.

### Suggestions to New Students.

1. Write the President before hand that you are coming. Also let him know if possible what train you will come on to Fairmont.

2. When you arrive come straight to the office of the Normal School. Here a list of rooms and boarding places is kept on file and old students are on hand to show new ones a place to live.

3. The office keeps on hand a list of places where one may find board and room, of rooms only, meals being taken in clubs; or of rooms with privileges for cooking.

4. Come expecting some little difficulties in one way or another, this is but a part of life, come expecting to be homesick, this simply shows a good quality of human nature, but have grit, don't be a "quitter;" shortly things will be adjusted and you will be glad you did not give up so easily.

5. Come expecting to attend the church of your choice. Start the first Sunday and connect yourself with some church home. Feel free to call on the pastor of your church when in any difficulty.

6. Come the *first day.* On that day an effort is made to adjust the schedule so that you will not have two or more subjects which you wish, coming at the same hour. Also the *classes meet the first day;* the recitation period is shortened very considerably but is long enough for the teacher to assign the new lesson, make the roll, etc.

The office is up the first flight of stairs, and to the front just over the main entrance.

7. Students are requested not to pursue too many studies at one time.

8. Do not endeavor to room very near the building; a little walk will aid you in keeping well.

9. The following suggestions are given to enable new students to matriculate more readily. 1. Pay incidental fee of ($2.00) at General Office and on the first day of school if possible. Old students will pay 50 cents extra if they enroll one day late, and 25 cents for each day thereafter, up to the amount of ($1.50). 2. Leave the enrollment card with the president and with your receipt go to one of the members on classification of new students.

10. Get books from the general office, where they are kept on sale at the hour just before chapel.

11. Present the classification card to your subject teacher that she may put you on her roll. Get her signature opposite the subject she teaches.

12. Retain these cards until you are assigned to a class teacher (one who has charge of and looks after some 20 or 30 students) to whom you will hand this card. It will then be filed in the office. The subject teacher takes the student's name and assign the lesson and specifies the text book the first day. It is a great error to suppose that coming in late makes no difference. You can be taken care of if you come late, but we *begin here* on time. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

13. Come expecting to stay in town on Friday nights and over Sunday. Home going hurts a student's work severely and cuts out large periods of time which he needs for generous reading in the library, essay writing, etc. Also it is very desirable that every student join a literary society whose meeting time is Friday night.

14. *Place the money you have by you for the term's expenses in a bank* and pay off your bills by check. This prevents theft or loss of money and gives you experience with an important business form.

## Suggestions for Choosing Studies.

A student is expected as a rule to follow the regular program of studies in one of the four courses. Variations from the order of studies is permitted to special students, those who do not expect to graduate. All substitutions of elective studies must be approved by the President and recorded on the student's card in the office.

No substitution will be permitted which changes the character of a course. For example, one may not substitute for any of the teacher's work in the Normal course, the French in the Modern Language courses, the Latin in the classic courses.

No credit is given in the Normal course on previous experience in teaching until after the student has taught in the training school. Then credit may be given.

Sophomore Class

## Admission.

Any white person of proper moral character having sufficient preparation may be admitted to the school at any time. The age of applicants must be—male, not less than fourteen, and females, not less than thirteen years. It is desirable that all students enrolling shall have previously completed the common school course of study, but arithmetic, physiology and United States History may be taught whenever, in the opinion of the Principal, such may be necessary. The common school course diploma, or a first or second grade uniform certificate will be taken, or the student can pass entrance examination.

Upon entering school, the student will be placed in such class or classes as his attainments and ability warrant. Students desiring to enter the third or fourth year classes will be permitted to do so, provided they can pass a satisfactory examination in all the branches belonging to the preceding year.

## Free Tuition.

Tuition is free to all students.

## Other Expenses.

An incidental fee of $2.00 per term is charged. This fee is due at the time of enrollment and must be paid on entering.

A method called "rooming" is very popular here, both with the students and with the families who take boarders. It is this: The student pays so much for the furnished room ($1.00 to $1.50), and for the cooking, he supplying his own provisions. Whatever he provides is cooked, and his room is taken care of by the family as it would be were he boarding. By this method the cost is reckoned at about $2.50 to $2.75 per week, and the only inconvenience is the matter of providing.

Students who desire to board in clubs can reduce expenses to $3.00 per week by practicing economy. Board can be obtained at rates ranging from $3.50 to $4.00 per week, including room, fuel and lights. Two persons are expected to occupy one room. Those desiring to room alone can usually do so by paying a higher price.

Arrangements for board can be made better after arrival than by correspondence.

### Visitors.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our chapel exercises, which begin at 9 a. m. The school belongs to the State. Our friends show their interest by paying it an occasional visit.

### Religious Organizations.

A Young Men's Bible Class has been organized under the supervision of the International Committee of the Students' Y. M. C. A. The class seeks to cultivate the habit of daily, systematic study of the Bible. Membership is entirely voluntary. All young men of the institution are cordially welcomed. By special invitation the young ladies of the Y. W. C. A. joined the Young Men's Bible Class during the Spring Term of 1908, Rev. J. C. Broomfield serving as teacher. These organizations and this Bible class have wielded a great influence for good in the school.

At the last city election the saloons were voted out of Fairmont, so that hereafter parents can send their sons to a town without the open and legal temptation to vice. The moral sentiment of the town is high and will tend to uphold children in the way they should go.

### Emergency Fund.

In addition to the number of students who find some work to do and thus aid themselves, the student's body has created an Emergency Fund, from which money will be loaned to worthy students at a low rate of interest. The character of the student who wishes loan, together with the name of one of his classmates, is the sufficient bond required.

It has been possible to find some work for almost all students who wish it, to enable them to continue in school.

### Credit for Work Done in Other Institutions.

Credit is given on any of the courses in this school for work done in any other creditable school. This does not apply to the Science, especially Physics and Chemistry, unless the school

has a laboratory equipment somewhat commensurate with the one in this Normal School.

Some credit, also, is given on Teachers' Certificates where the grade is above 90%.

### Examinations.

In the regular class work the teacher holds no set examinations except for those students who have been absent from recitation eight or more times in a term; such students will be given a special examination, the others are given such tests and reviews as will not extend beyond the regular recitation period. This tends to discourage the cramming which goes on for final examinations, keeps the students in touch all the time with the whole of their past work and necessitates the teacher keeping in close acquaintance all the time with the student's progress. The work begins on the first day of the term and since there are no final examinations, it continues up to the last hour of each term. The periods are fully short as they are and the school endeavors to begin school and not to close before time.

Candidates for graduation are permitted to close their work a few days before commencement.

New students entering the Normal for the first time are usually assigned without examination to such classes as in the judgment of the President and the Assignment Committee they are prepared to pursue. Students who have failed in any branch may take an examination in it the day before the beginning of the next term, if they show that a reasonable amount of study has been put upon it.

For special examinations a charge of $1.00 will be made.

### Summer School.

For the first time in the history of the Normal a Summer School will be held. This is just a beginning and it is expected that each succeeding summer will have a better equipment and larger attendance. For this the following members of the Faculty constituted the teaching body of the Summer School:

Prof. E. G. Rohrbaugh, Mrs. N. R. C. Morrow, Prof. E. E. Mercer, Miss Montana Hastings, Prof. C. H. Scherf and Miss Amy L. Ridgley.

First, teachers will be given such courses as they usually wish to aid them in taking the regular courses in the Normal School; and, second, in passing the teachers' examination. Any work done in the Summer School will be accredited on a student's course in the Normal, just as if it were taken in any other term.

Miss Hastings has charge of the training department and gives a course of lectures on Education. All of the teachers will give lectures on some phase of the teachers' work, method, adminstration or theory.

This Summer School is not intended in any sense to be a merely large "Summer Normal" of the type found abroad in the State. Its purpose is to do much more purely professional training while at the same time it gives the facts and knowledge for passing teachers' examinations.

This latter work it ought to do much better than small "Summer Normals," as there are several teachers and each one is largely a specialist in his line. At present a tuition of $5.00 is charged, which gives entrance to all the classes, excepting the Art work under Miss Ridgley. For this a small extra fee is charged.

The Summer School runs six weeks, and begins two days after the regular commencement. It is to be a regular feature of the Normal.

### Normal Publications.

The Normal School publishes four bulletins a year. In the future most of the numbers will contain results and statements of the work of the Training School and papers on vital school topics by one or more members of the Faculty.

The students run a monthly, "The Fairmont Normal School Bulletin," which keeps up the history of the old students and graduates and gives current news of the Normal School.

For the first time this year the Student Body brought out a year book, whose purpose is to preserve the pictures of students and of familiar scenes about the institution, stories and incidents of the every day school life. It is called "The Mound," and its first editor is Mr. Oliver Shurtleff.

### Sessions of School.

In the Fall and Spring the working hours are from 7:30 A.

Freshman Class

M. to 12:30 P. M., and from 2 P. M. to 5 P. M. Very few subjects will be taught at the very early and very late periods, in order to accommodate those who come in from a distance. The recitation periods are 45 minutes long, including five minutes for classes to change.

An effort will be made to keep the larger part of the afternoon open for work in the Laboratories and in the library. There is no desire to have a one-session-per-day-school, and both teachers and students are expected to accept work which comes in the afternoon as well as that which comes in the forenoon. However, students are not required to remain in the building when they have no recitations, and so can often get part of the work they wish at the time which permits them do to other work in the town, or to go home early in the day.

### Scholarships.

By an action of the Board of Regents in the fall of 1907, $300 is set aside for three scholarships in this Normal School. They are awarded by the Faculty at the beginning of the year, and are called scholarships in Science, English and Education. Each scholar is expected to do some assistant work in his subject.

The award is made on character, studiousness and ability. Those receiving this award this year are:

Miss Pearl Davis.
Mr. Oliver Shurtleff.
Mr. A. J. Dadisman.

### Prizes for 1907-8.

Prof. A. J. Wilkinson, of Grafton, has renewed his offer to his Alma Mater, this Normal School, but increased the amount to $30, to be awarded as follows: $20 to the student who writes and delivers the best oration, and $10 to the second best.

### Scholarships for Graduates of F. S. N. S.

Washington and Lee University, Lexington, Va., worth $50.

The Tulane University of Louisiana, New Orleans.

Graduates of the school can learn all particulars concerning these scholarships by addressing the Principal of the Fairmont Normal School, Fairmont, W. Va.

## Advantages Summarized.

We herewith present a few reasons why the youth of West Virginia, of both sexes, who desire an education that will fit them for business, college or teaching, should attend the Fairmont State Normal School.

1. It is easily accessible.

2. The Normal building is large, commodious, in thorough repair, provided with modern furniture, large blackboard surface, maps, library, lexicons, encyclopedias, physical and chemical apparatus, and musical instruments.

3. The Faculty is composed of teachers from the best schools in the country, who have added to their scholarly qualifications a varied and successful experience in teaching in both common and high grade schools.

4. Good instruction in instrumental music and voice culture is given by the best teachers in the State.

5. In the Department of Elocution and Oratory thorough and systematic work is done by a specialist.

6. The school has an *established reputation*, and points with pride to the more than *five hundred and fifty graduates,* and to the more than *three thousand teachers* who attended one or more terms since its organization but did not graduate, who have been and are engaged in the profession of teaching, besides the many who fill positions of trust and profit in political, business and professional life, to show the place it occupies in the public esteem. *The demand annually made upon the school for teachers is greater than the supply.*

## Moral Culture.

This school is a State institution, and as such is in every respect unsectarian. It esteems sound morality, obedience to truth and virtue, and a courteous regard for the opinions of others as matters of paramount value. Everything that would contaminate the moral character, incur reproach or weaken virtuous habits, is carefully guarded against. There are eleven churches in town, with regular Sabbath services, each having prosperous Sabbath schools, and other Christian organizations. Students are cordially welcomed to these privileges. All students are expected to be present at the chapel exercises of the school each day.

Under this heading comes the use of promptitude, of neatness, of cleanliness, of orderliness, much pressure is placed on the student to make him do these things, not because the school teaches them, but because his Higher Self demands them; to respect his own tastes; to sit in judgment on his own actions; self control in light of intelligent ideals to the purpose; to secure good conduct when no one is around.

Realizing how closely manners and morals are related, and also how closely connected manners are with success in life instruction is given the boys and girls in the proper customs for the church, the street, the train, the table, the library, etc.

The one large thought which is held up as a guide to actions of all sorts, and behind all the rules of the School and the Dormitory, is that all of these make up the religious man or woman, the good man or woman.

There are two distinct religious organizations, which are described: the Y. M. C. A. and the Y. W. C. A.

It is expected that all students properly observe the Sabbath and attend church on that day with some one of the congregations of the town. No immoral, profane or dissipated person can remain a member of the institution. Parents need have no fear in this respect in sending their children to this school.

### Y. M. C. A. Officers.

| | |
|---|---|
| OLIVER SHURTLEFF | *President* |
| C. G. MARTIN | *Vice President* |
| A. F. GREGORY | *Secretary* |
| J. C. MCKINNEY | *Treasurer* |

### Y. W. C. A. Officers.

| | |
|---|---|
| ETHEL HIBBS | *President* |
| JENNIE HARSHBARGER | *Vice President* |
| MARTIE KECK | *Secretary* |
| FRANCES ROSE | *Treasurer* |

### The Student Body.

Last Fall all of the students were organized into an association that will be able to consider matters relating to all of the

students. It is an important means for developing the spirit of the students in relation to the school, and of training themselves in the ways of self government. As a body, it appoints the editors of the school paper, and of the Year Book, Athletic Committees, etc. A due of ten cents is expected from each student.

### Officers of the Student Body Association.

| | |
|---|---|
| O. J. JONES | *President* |
| ALVIS PETERS | *Vice President* |
| FRANCES ROSE | *Secretary* |
| H. H. GREENE | *Treasurer* |
| PERCY MANLEY | *Sergeant-at-Arms* |
| LYNNE HASTINGS | *Asst. Sergeant-at-Arms* |

### Executive Committee.

E. D. CONAWAY, *Chairman*

| | |
|---|---|
| MELVIN BOYLES | ETHEL HIBBS |
| J. M. TOOTHMAN | JENNIE HARSHBARGER |

### Gymnasium and Athletics.

The Gymnasium is well supplied with apparatus consisting of striking bags, chest machines, dumb bells, Indian clubs, horizontal bars, parallel bars, etc.

One of the greatest mistakes new students make is to neglect the proper physical exercise. Boys and girls, however robust and vigorous, cannot afford the experiment of going from the class room to the study hall continuously. They lay themselves open to the attack of disease, and reduce their capacity for good mental work. Our gymnasium has the proper apparatus for strengthening weak parts, as the abdomen, the back, the chest, etc. Not only is it used by the older students, but regularly the children of the grades go to it with a teacher as a guide.

The gymnasium is a large room, well lighted and with a stove for heating it; when that is necessary.

Nearby, of the same size as the gymnasium, is the basket ball room. The Normal furnishes the hall and the room is used by large groups of students, both boys and girls.

Y. W. C. A.

A tennis court and croquet grounds are also provided for use in the pleasanter weather.

The school encourages foot ball, and base ball by aiding the students financially, in equipping themselves with balls, bats, etc., and renting parks for playing. This is done not only for giving the chance for exercise, but also to give opportunity for the cultivation of self-control, endurance, management of group, ability to co-operate, etc. When one asked Wellington at Waterloo where he learned how to, he announced "at Rugby playing foot ball." President Jordan, of Standford University, once said "the foot ball men of today will be the men of California to-morrow."

### Athletic Committee.

HARRY GREENE - - - - - - - - *President*
SIDNEY REED - - - - - - - *Vice President*
MARY VAN DEVENDER - - - *Secretary & Treasurer*
MELLVILLE REINHEIMER - - - - - *Doorkeeper*

### Executive Committee.

CULLEN MARTIN
JAMES LANHAN
SYDNEY REED - - - - - - *Baseball Manager*
J. L. CONAWAY - - - - - - - - *Captain*
MELLVILLE REINHEIMER - - - - *Mgr. Track Team*
JOHN HAYES - - - - - - - - - *Captain*

### Literary Societies, Clubs, Etc.

For many years there have been two flourishing literary societies connected with the school, the Mozart and the Lyceum. Many have been the friendly contests between the members of these two groups, and the value of the time in public expression, in the use of good English, questions of general interest, and in many other good habits, connected with vigorous thinking and proper social relations have been very valuable.

The lessons taught in these societies are equal to those coming from taking any one subject in the curriculum, and all new students are urged to join one of them soon after entering the Normal. In addition to the above named, this year there have

been organized, first A Current Events Club, which meets in the parlors of the Woman's Hall, composed of those with good voices and especially interested in music. This is led by our competent vocal teacher, Mrs. Billingslea. Third, the Band, which meets once a week under the direction of a teacher paid by the school. So that students who have any sort of instrument which he can play even moderately, to bring it along and join the Band. Fourth, Travellers Club. This group of young people meet in the library and under the direction of Professor E. E. Mercer, who is acquainted with many sections of the world's surface by personal experience. This club, with maps and books, take inquiring trips from one portion of the world to another. Fifth, the Art Club, under the special direction of Miss Ridgley. Meets fortnightly in the Drawing room. The general purpose is the cultivation of a better knowledge of the Masters of Art, and a higher taste for the beautiful in Art and Nature. Here again the Library with its books on Art and History is a valuable adjunct.

The following are the officers:

### Mozart Literary Society.

R. SIDNEY REED - - - - - - - - *President*
JOHN TOOTHMAN - - - - - - *Vice President*
LILLIE REDIC - - - - - - - - *Secretary*
JAMES KENNEDY - - - - - - - - *Treasurer*
E. D. CONAWAY - - - - - - - - *Critic*
HOWARD BARTLETT - - - - - - - *Doorkeeper*

### Normal Lyceum.

OLIVER SHURTLEFF - - - - - - - *President*
CLAY AMOS - - - - - - - - *Vice President*
NELLE MCCONNELL - - - - - - - *Secretary*
W. G. FOUNDS - - - - - - - - *Treasurer*
NELLE COX - - - - - - - - - *Critic*
ETHEL GASKINS - - - - - - - - *Censor*
MELLVILLE BOYLES - - - - - *Sergeant-at-Arms*

### Position for Teachers.

This school does not provide positions for its graduates or undergraduates, but it will aid them in securing places whenever

it is possible. Trained teachers are always in demand. We have many inquiries for good teachers at excellent salaries, and during the past year a larger number of our studtnts were engaged in teaching than ever before, and yet we had calls which we were not able to supply. We are making a specialty of providing primary and grammar grade teachers, and solicit inquiries for teachers from cities and boards of education.

There is no question but that it would be a part of great wisdom for town and counties to get as many teachers as possible who are trained for their work.

### Certificates for Teachers.

The special session of the Legislature in February, 1908, passed a law which gives great encouragement for young people to go to the Normal Schools and take the Normal course. It says "The State Superintendent of Schools shall prepare suitable diplomas to be granted to the students of the Normal department of said school, who have completed the course of study and discipline prescribed by said regents, which diploma hereafter issued shall be equivalent in all respects to a first grade certificate for a period of four years."

Farther, these first grade certificates shall be renewable once for a like period of five years.

Still again, any person holding a diploma from the Normal Course, and accordingly has as above stated a No. 1 uniform certificate, who teaches three years on this certificate, one of which said three years on his certificate—one of which said three years shall precede the application for a new certificate, shall receive another certificate for six years. And those who teach four out of these six years may get another certificate good for twelve years and those who teach eight out of the twelve years can get a renewal of another twelve years.

Thus a graduate from the Normal Course in our Normal Schools is virtually certificated for life.

### Lectures and Addresses.

The Faculty desires to be useful to its people in other ways than in mere class-room work. There are several of its members who are available, for the asking, for addresses on special subjects

at Teachers' Meetings, Evening Lectures, Literary Societies, etc.

### Extension Courses.

Many teachers in the rural districts, and students who can't come to school, may take up home work under the direction of the faculty of the Normal School. The Normal teacher will tell you what books to get, will direct your work, will correct the papers, and give suitable examinations. When a teacher is satisfied with a student's work, credit will be given on the records of the Normal School. It is hoped that this privilege will be taken advantage of by many who hope to come here later, or who have been here and are now out teaching.

The following are the subjects which can be taken by correspondence:

English (Constitution).
History.
Mathematics.
Latin, I and II.
Drawing.
American Literature.
English Literature.
Literature, Grades.
Biology.

### Courses of Study.

The school comprises two departments—the Normal and the Academic. In the Normal department there is the Normal course proper, to which is being added a Training School from the kindergarten through the eight grades of public school work.

Already the students who go out as teachers have observation work in the first four grades of the public school course, and practice work in one grade or more. This Training School is the training department for all prospective teachers, and in another year or two will offer model and training work through the eight grades of the public schools.

The remaining department of the school is the Academic department, comprising three courses—the classic, the modern language, and the science course. Besides these there are dpart-

Y. M. C. A.

ments of music, of art, of expression or oratory, and of physical training.

It is presumed and expected that those who come to the Normal School have passed through the studies pursued in the eight grades of the public schools.

However, it has been found necessary to have a review, or preparatory course, for those who are not fully prepared. The following is the

**Review or Preparatory Course.**

| | | |
|---|---|---|
| Spelling | Spelling | Spelling |
| Arithmetic | Arithmetic | Arithmetic |
| Geography | Geography | Physiology |
| English Grammar | Eng. Gram. and Comp | Eng. Gram. and Comp |
| U. S. History | U. S. History | Bookkeeping |

# Courses of Study

The Normal and Training course covers a period of four years, and each of the Academic courses is also four years in length. It will be observed by an inspection of the Courses of Study on the two following pages that the first two years in each comprise almost the same studies.

The order in which branches are taken up is not fixed, being determined by the president and his faculty, but in the main is as given on the next two pages.

## Courses of Study.

| | | NORMAL. | CLASSICAL. |
|---|---|---|---|
| FIRST YEAR. | Fall | Oriental and Greek History<br>English (Grammar)<br>Latin<br>Physiography | Oriental and Greek History<br>English (Grammar)<br>Latin<br>Physiography |
| | Winter | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin<br>Phys. and Industrial Geog. | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin<br>Phys. and Industrial Geog. |
| | Spring | Algebra<br>English (Reed & Kellogg)<br>Latin<br>Roman History | Algebra<br>English (Reed & Kellogg)<br>Latin<br>Roman History |
| SECOND YEAR. | Fall | Algebra<br>Rhetoric and Literature<br>Latin<br>Mediaeval and Modern Hist. | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>Mediaeval and Modern Hist. |
| | Winter | Algebra<br>Rhetoric and Literature<br>Latin<br>English History | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>English History |
| | Spring | Algebra<br>Rhetoric and Literature<br>Latin<br>Botany or Zoology | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>Botany or Zoology |
| JUNIOR YEAR. | Fall | Geometry<br>English (Literature)<br>History of Education<br>Civics and U. S. History | Geometry<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| | Winter | Geometry<br>English (Literature)<br>Economics<br>Commercial Geography | Geometry<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| | Spring | Geometry<br>English (Literature)<br>Geology or Astronomy<br>General Methods | Geom., Geology or Astronomy<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| SENIOR YEAR. | Fall | Chemistry<br>Physics<br>Biblical History, Pedagogy, Psychology<br>School Supervision and Training Work | Physics or Chemistry<br>Psychology<br>French or German Any<br>Latin or Greek Two |
| | Winter | Chemistry<br>Physics<br>Pedagogy, Psychology<br>Sociology and Training Work | Physics or Chemistry<br>Sociology or Psychology<br>French or German Any<br>Latin or Greek Two |
| | Spring | Chemistry or Trigonometry<br>Physics or Agriculture<br>Ethics, Child Study, Educational Psychology<br>Methods and Training Work | Physics or Chemistry<br>Ethics<br>French or German Any<br>Latin or Greek Two |

## Courses of Study—Continued.

| | | MODERN LANGUAGES. | SCIENCE. |
|---|---|---|---|
| FIRST YEAR. | Fall | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography |
| | Winter | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin or German<br>Industrial Geography | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin or German<br>Industrial Geography |
| | Spring | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History |
| SECOND YEAR. | Fall | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediaeval and Modern Hist. | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediaeval and Modern Hist. |
| | Winter | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History |
| | Spring | Algebra<br>Rhetoric and Literature<br>Latin, Gorman or French<br>Botany or Zoology | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Botany or Zoology |
| JUNIOR YEAR. | Fall | Geometry<br>English (Literature)<br>German or French<br>Civics and U. S. History | Geometry<br>English (Literature)<br>German or French<br>Civics and U. S. History |
| | Winter | Geometry<br>English (Literature)<br>Economics<br>German or French | Geometry<br>English (Literature)<br>Economics<br>German or French |
| | Spring | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French |
| SENIOR YEAR. | Fall | Chemistry or Physics<br>Psychology<br>French<br>German | Chemistry<br>Physics<br>Plane Trigonometry<br>French or German |
| | Winter | Chemistry or Physics<br>Sociology<br>French<br>German | Chemistry<br>Physics<br>Sociology or Spherical Trig.<br>French or German |
| | Spring | Chemistry or Physics<br>Ethics<br>French<br>German | Chemistry or Agriculture<br>Ethics or Analytical Geom.<br>Physics<br>French or German |

Spelling, Drawing and Vocal Music are required for the completion of any course.

## Diplomas.

The Board of Regents will grant diplomas to those who have completed the full Normal or Academic course with an average standing of 80 per cent. and not below 75 per cent. on any one branch, and who shall have been in actual attendance throughout the entire third or fourth year under the new schedule of studies.

Before any diploma is awarded the President of the Normal will be required to certify that those whom he recommends for graduation have fulfilled all conditions and have done the work necessary for graduation.

Students may graduate at the close of any term, even the Summer term.

By arrangement with the State University those who graduate from any one of the Academic courses will be admitted to the University without examination.

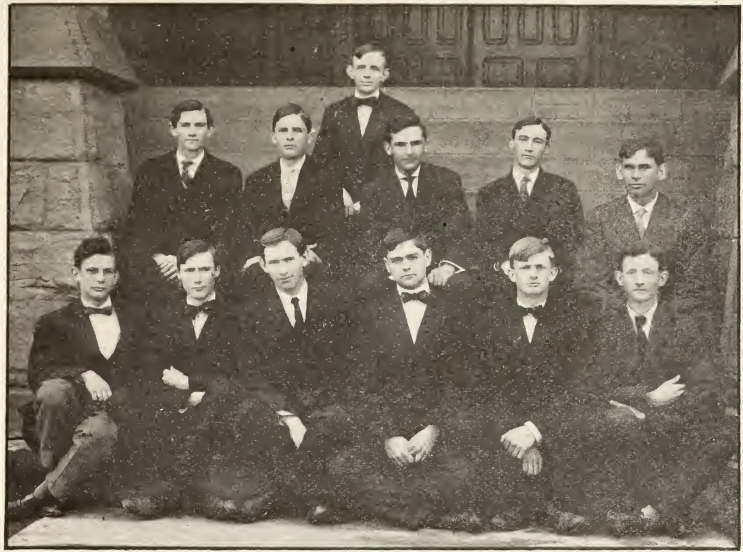
And those students who complete the Normal or one of the Academic courses usually have no difficulty in securing advanced standing at the University.

## Certificates.

In order to encourage students in the study of those ornamental as well as useful branches of a complete education—oratory, art, vocal music, instrumental music—it is planned to give in each department a certificate of standing whenever a certain specified amount of work has been done. In most cases the course will be two to three years in length to start with and will be increased as the several departments are built up.

## Special Classes in Spring Term.

Many teachers of experience desire to spend one term in reviewing certain subjects which they are required to teach, or in pursuing certain professional studies, and yet are precluded from taking an extended course of study in any institution. Some of these are the leading teachers in their respective counties. They are prevented from pursuing a systematic course of study by being under the necessity of teaching during the fall and winter. For the benefit of these, special classes will be organized, if necessary, in U. S. History, Physiology, Theory and Practice,



Base Ball Team

Civil Government, Bookkeeping, Arithmetic, Penmanship, General History, in fact in all the subjects on which teachers are examined for certificates. In addition there are given many courses which are in the Courses of Study for Fall or Winter, such as beginning Geometry, beginning Algebra, beginning Latin, English Grammar, etc.

# The Professional Department

Education as a science, and teaching as a profession are emphasized today as never before. In recognition of this comparatively modern view of education, leading universities, colleges and Normal Schools have established departments of education.

The professional department stands for these ideas. Its aim is to train men and women for the profession of teaching and to this end it presents two lines of work, viz.: Theory as related to teaching, and practice in teaching under competent supervision.

The theory is furnished by the following course of study: History and principles of education, educational psychology, child study, theory and art of teaching, school hygiene, school supervision, psychology and methodology—the last including the method of the recitation, and special methods in reading, geography, number work and nature study.

Practice in teaching, together with observation of correct methods of instruction, is provided by the Training Department, which has for its special function the development of teachers.

This department has several distinct phases of work.

First. It has a kindergarten and an elementary school of eight grades, based upon sound pedagogical principles, which is a school for the education for the child and is not a mere practice school. Much of the teaching is done by the supervisors and heads of the departments of the Normal School, who are especially interested in children and the best methods of instruction. This interaction of the several departments is profitable to both the child and the student and tends to keep up a healthy interest in professional work.

As an elementary school it maintains high standards of work and stands for advanced thought in education.

Second. It furnishes an opportunity for the student in training to observe the practical work of the school room. Here are tested the validity and efficiency of methods in the presence of the training class. Here the student is required, not only to observe the methods, but to make a study of child life by noticing characteristic tendencies in the various stages of development, but to report on the same from time to time.

Third. After two terms of observation, a part of which is spent in the elementary grades of the public school, the student in training is given a class to teach and if possible he is given charge of a room with several classes, thus giving him opportunity to meet actual conditions of the school room.

Weekly teachers' meetings and conferences to plan work are held regularly.

Fourth. Students are made familiar with the best educacational magazines and books. They become acquainted with the best writers on elementary education and are on the lookout for the new and helpful publications.

Books to be read in connection with this course:

Dewey—School and Society.

DuBois—Point of Contact in Teaching.

McMurry—The Study Period.

Hinsdale—The Art of Study.

McMurry—Method—Reading—Language.

Carpenter, Baker and Scott—English, How to Teach It.

Magazine Articles—On Art, Manual Training, Nature Study, Primary Work, etc.

## Psychology.

ELEMENTS OF PSYCHOLOGY—One Term.

A careful study of the leading truths concerning mental activity; a classification of facts and principles; observations and experiments made to discover laws of mental processes.

Texts: Any up-to-date psychology; Thorndyke's Elements; Angell's Psychology.

CHILD STUDY—One Term.

The physical development of the child; the development of

motor activities; instincts, their functions, their development; the development of the intellect; heredity; abnormalities; special study of the processes of learning and of habit forming. Practical application in school work.

Text Book: Kirkpatrick, Fundamentals of Child Study.

EDUCATIONAL PSYCHOLOGY—One Term.

This course may be known as a course in the Theory and Art of Teaching. It has for its basis the two preceding courses in psychology. The Theory is based upon the knowledge of the science and the Art upon the application of its principles. The psychology and pedagogy of language, drawing, writing, music and other subjects are carefully studied; the larger aims of modern education considered; the relation of the schol to society emphasized.

Texts: Educative Processes, Bagley; Method in the Recitation, McMurry; The School and Society, Dewey; Theory and Art in Teaching, Page; References from educational magazines, The Elementary School; Teachers' College Record; etc.

### History and Principles of Education.

The value of a carefully arranged course in the history of education in shaping the ideals and in giving balance to the judgment of the teacher can scarcely be overrated. The scope of this course is the investigation in regard to certain selected nations of: (1) Their aim in education as determined by their social conditions, and the effect of this aim in determining those conditions; (2) the means employed for attaining this aim—their educational institutions, the subjects of the curriculum, and the methods used; (3) the results obtained; (4) the life and works of the leading educators of these nations. From such a study of what has been aimed at and accomplished by various peoples in the field of education the student should gain a clear conception of what education can reasonably aim to accomplish.

Books—Text, Seeley. A large number of reference books are used in this course, such as Quick's Educational Reformers, Painter's History of Education, also Monroe's and Butler's.

### School Organization and Management.

This course is especially adapted to meet the needs of district

school teachers. It takes up the problem of the graded system for rural schools, and endeavors to simplify the difficulties involved in adapting the State uniform course of instruction to the conditions which are peculiar to district schools. Other subjects discussed in this course are: School sanitation, care of the school —seats, blackboard, ventilation and heat; organization and classification of the school; district school discipline; busy, or seat work; calisthenics and games adapted to district schools; district school clubs and the district school as a social center; nature study and observation work suitable to district schools.

Books—"The Graded Course of Primary Instruction" for the State of West Virginia; Shaw, "School Hygiene;" Morrison, "Ventilation of the School." List of books given in connection with the course in theory and observation.

### Subject Matter and Methods in the Grades.

It is true that Normal School graduates often find themselves helpless when placed in the public schools simply because they do not know the subject matter they are to teach. They are not familiar with the literature of the respective grades; they can neither tell the stories nor illustrate them; they do not know children's books; they are not familiar with any course of history for the grades; they do not know appropriate school songs; nor the books containing them; they do not know the things of nature that appeal to the children. In fact, they do not know the life which belongs to the child world.

As an attempt to meet some of these demands a year's work in subject matter and method divided into six weeks' courses are known as follows:

1. LITERATURE AND ETHICS IN THE GRADES—Six weeks.

Literature—This course will include a study of children's literature, the fairy stories, folk stories, myths, legends, animal stories, stories with historical settings, biography and poetry; a study of the characteristics of the story itself that appeal to the children of the various stages of development and the best methods of presentation.

The student will be required to tell and illustrate stories and poems. They will be required to read many of the books used in the libraries of the different grades, thus the student will gain

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valuable knowledge which will enable him to select books for school libraries.

Ethics—Standards of right gained through the study of literature; effective methods in the study of the moral of a story, character studies, pictures and other helpful material will be carefully studied in connection with the problems of this course.

2. HISTORY IN THE GRADES—Six weeks.

The modern city child and even the country child, no longer comes in contact with either things or society in the making. The question of how human beings live, represents the dominant interest with which the child approaches historic material. The child who is interested in the way in which men lived, the tools they had to do with, the inventions they made, is eager and willing to repeat like processes and handle materials for himself. He understands their successes only by seeing what obstacles and what resources these people met with in nature. And the child is interested accordingly in field and forest, ocean and mountain, plant and animal. The interest in history gives a wider view to his study of nature. A deepening interest in social life brings in the biographic element in history instruction. So by means of story, map and pictures, and a well equipped mind, it is not difficult to lead the child in history study.

Students taking this course will study the material that will assist in the development of a helpful course in history for the elementary school.

3. NATURE STUDY AND GEOGRAPHY IN THE GRADES—Six weeks.

Nature Study—In this course an effort is made to give the student: (a) The true aims of nature study; (b) an organization of nature study material, (c) a definite study of many problems of nature that can be observed in the laboratory, garden and field, (d) an acquaintance with the best books, magazines and leaflets on nature study.

Geography—No subject has been so poorly taught as geography. In the lower grades teachers "talk out" the lessons with content of little value and in the upper grades many essential features are omitted because first of all teachers have only hazy

indefinite notions of the scientific facts, and second, they do not know how to teach them.

This course will furnish the student with some clearly defined notions as to: (a) Basis on which to build a course in geography for the elementary school, (b) the use of materials, text books, globes, maps, sand table, etc., (c) the purpose and methods of conducting field trips, (d) a careful study of a "casual series of facts" underlying the science of geography and good methods of attacking the difficult problems in teaching these facts.

4. ART, DRAWING, CONSTRUCTIVE WORK IN THE GRADES—Six weeks.

In this course, (a) students will be required to do the drawing and make the constructions which are required for a course in drawing throughout the eight grades, (b) they will be encouraged to originate designs for school room decorations, (c) they will be required to decorate the rooms with appropriate borders and board work at different times during the year, (d) they will be required to illustrate stories and poems and to keep in touch with the subjects taught in the elementary school, and to be able to apply work in drawing whenever needed, (e) the study of pictures and how to use them will be a helpful phase of this course.

5. READING, SPELLING, WRITING, ARITHMETIC IN THE GRADES—Six weeks.

In this course the difficulties of each subject will be studied and the best means of meeting them will be devised. As reading is the important subject taught in the lower grades much attention will be given to this study.

6. PHYSICAL EXERCISES, SONGS, GAMES, HEALTH LESSONS AND SCHOOL-ROOM SANITATION—Six weeks.

These subjects are frequently omitted because teachers do not know what to give. Too much cannot be said as to the benefits derived from such lessons.

(a) Children's play and games will be studied and played.

(b) Physical exercises appropriate for any school-room will be given.

(c) School songs will be learned.

(d) School-room sanitation and personal habits from the standpoint of heath will be studied.

These courses will be taught in connection with the respective departments as far as practical.

# Department of English

The three years' course in English embraces the following subjects: Orthography, Grammar, Rhetoric and Literature, History, Literature—English and American.

The objects to be attained are: (1) A ready command of good English. (2) The power to appreciate and enjoy the best in literature.

### Orthography.

The subject of orthography begins with the study and use of words, a careful training in the use of diacritical marks, a study of homonyms, rules for capitalization and spelling, synonyms discriminated, and a careful study of word analysis and word building.

Constant use is made of the dictionary in order to obtain the correct pronunciation and meaning of words, and the student is required to make use of the words in sentences.

### English Grammar.

A year's work is given to Grammar and the English sentence with a view to ascertaining the facts of language and mastering the art of correct speech. To this end extensive practice is given in the formulation of sentences and careful attention is paid to correct speaking.

### Rhetoric and Literature.

Having laid a good foundation in the mechanics of language, the student is prepared to advance a step in the study of the art of expression and to add to the correctness of speech, effectiveness. This he is enabled to do by a knowledge and practice of the laws

of discourse as set forth in Rhetoric. In this course of three terms instruction is given in constructive rhetoric, or the production of discourse; and in critical rhetoric, or the tracing of the laws of discourse through the study of works of literature.

### English and American Literature.

Literature is the thought of thinking souls.—Carlyle.

Some branches of study have an immediate educational value, others a deferred one; but literature has an educational value, continuous and increasing. Perhaps no other subject adds so much to one's culture and enjoyment as does literature. By means of it every human activity, every human emotion seeks expression, and it contains food for the intellectual and spiritual nature of every human being.

It is the aim of this department to acquaint the student with those who have contributed largely to the growth of literature, and, since literature is a reflection of the spirit of the age, to acquaint them also with the conditions under which it was created.

The method of outlining is followed in the effort to show great literary movements and to differentiate one period from another.

In connection with the plan for securing a definite knowledge of literary development is begun a study of the masterpieces, and no effort is spared to put the student in possession of the power to analyze and criticise literature to the end that he may appreciate and enjoy it for himself.

### Required Readings Selected from College Entrance Requirements.

#### First Year.

FOR STUDY IN CLASS.

1. Sketch Book—Irving.
2. Ivanhoe—Scott.
3. (a) The Last Leaf—Holmes.
   (b) The Chambered Nautilus—Holmes.
   (c) Liberty and Union—Holmes.
4. Christmas Carol—Dickens.

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1. Snow Bound—Whittier.
2. Autobiography—Franklin.
3. Lady of the Lake—Scott.

1. Julius Caesar—Shakespeare.
2. Narrative Poems—Browning.
3. Vicar of Wakefield—Goldsmith.

HOME READING.

1. Treasure Island—Stevenson.
2. Sharp Eyes—Birds and Blossoms—Burroughs.

1. Courtship of Miles Standish—Longfellow.
2. The Man Without a Country—Hale.

1. Lays of Ancient Rome—Macaulay.
2. Hunting the Deer—Warner.

**Second Year.**

REQUIRED FOR STUDY IN CLASS.

1. Silas Marner—George Eliot.
2. House of Seven Gables—Hawthorne.
3. Merchant of Venice—Shakespeare.

1. The Deserted Village—Goldsmith.
2. Idylls of the King—Tennyson.
3. The Prisoner of Chillon and Mazeppa—Byron.

1. Vision of Sir Launfal—Lowell.
2. Ancient Mariner—Coleridge.
3. As You Like It—Shakespeare.

HOME READING.

1. Tales of Two Cities—Dickens.
2. The Pilgrim's Progress—Bunyan.

1. Beside the Bonny Briar Bush—McLaren.
2. Sohrab and Rustum—Arnold.

1. Cloister and the Heath—Chas. Read.
2. The Call of the Wild—Jack London.

### Third Year.

REQUIRED FOR STUDY IN CLASS.

1. Essays on Burns—Carlyle.
2. Minor Poems—Milton.
3. Macbeth or Henry V—Shakespeare.
   Prologue—Chaucer.

1. Cariolanus or Macbeth.
2. Golden Treasury IV—Palgrove.
3. Essay on Milton or Johnson—Macaulay.

1. Conciliation with America—Burke.
2. Washington's Farewell Address and Webster's First Bunker Hill Oration.
3. Essay on Addison—Macaulay.

HOME READING.

1. Public Duty of Educated Men—Curtis.
2. Essay on Lincoln—Schurtz.

1. Henry Esmond—Thackery.
2. Captain, My Captain—Whitman.

1. The English Mail Coach—Dequincy.
2. Old Creole Days—Cable.

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# Department of Mathematics

The course in this department comprises the following subjects: Advanced mental arithmetic, one term; bookkeeping (preparatory), one term; algebra, four terms; geometry, three terms; analytic geometry, one term; trigonometry, one term. In addition to this a special course in arithmetic for teachers is offered in the spring term. The work in this department counts ten credits. Preparatory branches do not count as credits on a diploma.

### Arithmetic.

The Normal School aims to give sufficient training in arith-

metic by review and revivification of what has been once passed over, as well as by a study of the psychology of number and the principles that underly its application, to enable the Normal graduates to teach arithmetic intelligently, effectively and economically in the public schools.

There are two separate and distinct things in every problem —the solution and the operation. The first is the thinking process, the thinking out of the meaning of the terms used, and the relations of the different parts; the second is the mechanical operation, the fingering and figuring to perform what in the first process has been thought out. Not one figure made until the problem has been thoroughly thought out. Then and not until then, let the fingers fly like lightning to reveal the result. Preceding each recitation there should be drills in number combinations to give ease and facility in factoring, tables, aliquot parts, addition, subtraction, multiplication and division. All arithmetic should discipline the reasoning powers and train to clear and concise statement of fact.

Texts—Brooks and Milne.

### Algebra.

This subject continues through four terms. In the first special attention is given to the elementary operations and principles and their application to the solution of simple problems. The easier methods of factoring are here taught, but the chief aim of this term's work is familiarity with algebraic language and thoroughness in the four fundamental operations.

No student will be permitted to begin the study of algebra who has not received credit for arithmetic.

The second term is a review and an extension of the work of the first—literal and fractional exponents, and special cases in multiplication and division receiving particular attention. All this is done with reference to factoring to which the greater part of the term is devoted. Factoring being the basis of all future work in algebra, satisfactory progress is impossible without a thorough knowledge of this subject.

The third term includes the study of fractions, simultaneous simple equations, involution, and evolution.

The last term's work begins with the theory of exponents and

embraces the subjects of radicals, radical equations and quadratic equations.

Texts—Milne's Elements and Milne's Academic.

### Geometry.

The work is begun by requiring the student to observe and construct the geometric forms and to learn the definitions, axioms and postulates. A clear conception of these is essential to an understanding of the subject since they form the basis of the science. One of the chief objects of the study of geometry is to cultivate logical, exact thought, and clear, accurate expression. To secure this, the fundamental theorems in each book are used, their demonstrations being given—after which a large number of propositions are furnished the student for original demonstration. The application of the principles of geometry to mensuration is made a special feature of the last term.

Text—Milne's "Plane and Solid Geometry."

### Trigonometry.

The main features of the work in this subject are the following: The functions are defined as ratios and also represented by lines; sufficient analytical work for the development of all important formulas—special emphasis being given to those essential to the solution of triangles.

Text—Wentworth's "Plane Trigonometry."

### Analytic Geometry.

This is a one term study in higher mathematics, during the last term of the Senior year, in the science course. It is optional with ethics.

## Department of Science

Twelve credits are offered in science, but not all are required. A choice is given between botany and zoology, geology and astronomy; in the classic and modern language courses, between physics and chemistry; in the science course, between chemistry

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(3) and agriculture; and in the Normal course, between chemistry (3) and trigonometry.

The work in this department is arranged with reference to the unity of the subject. In general the work of each term is arranged with reference to the work done in preceding terms. The student, to obtain best results, must keep to the regular sequence of the course.

Students wishing to take a full year in biology may do so by taking botany in the fall, zoology in the winter, and human physiology in the spring.

### Physiology.

Physiology is now the one science that is taught in all grades of schools. Normal students are instructed in the various methods by which it may be made more interesting and personally helpful to the pupils of the public schools.

To this end, instruction in hygiene is given with special reference to pure air, respiration, wholesome food, regular and sufficient sleep, regularity in bodily habits, care as to temperance, prudence concerning exposure, and total abstinence from narcotics.

Anatomical demonstrations are made from the bodies of domestic animals and from the Manikin charts.

Text—Overton's Physiology.

### Geology.

The purpose of the course in geology is to give a clear idea of the forces in operation producing structure; the structure, arrangement and composition of rocks; and the history of the changes through which the earth has passed in the process of formation.

The subject matter of the text is illustrated by hand specimens and applied, whenever practicable, in field work.

Prerequisites—Physical geography, zoology, or botany.

Text—LeConte's Compend of Geology, or Norton's Elements.

### Industrial, Commercial and Physical Geography.

The object of physical geography is to lead the student to understand the causes and activities of phenomena observed upon the earth's surface, and to awaken a special interest in nature and cultivate the habit of observation and thought concerning it.

The central idea of industrial and commercial geography is one of commerce and the various industries of a country.

The natural conditions that affect commerce, as climate, soils, winds and currents are considered. Some of the topics are: Location and growth of cities, transportation, exports and imports, food materials, textiles and manufactories, metals and minerals, forestry and irrigation, etc.

The industries and commerce of many countries are studied and the industrial life of our own State is given due time and attention.

### Zoology.

In zoology the aim is not to make zoologists, but to encourage observation, and to cultivate an appreciation of nature. It is intended to show the adaptation of scientific methods to public school work.

### Physics.

Three terms are offered in general physics, the subject being divided for the three terms as follows:

1. Matter, its properties and conditions; mechanics and acoustics.
2. Electricity and magnetism.
3. Radiant energy.

These reports, after review and criticism by the teacher, are returned to the student.

### Chemistry.

The work in chemistry consists of three terms of recitations in addition to experiments and demonstrations. When the students have gained a general knowledge of the elements and their combinations and have learned the meanings of formulas and equations, problems and exercises are given.

All necessary chemicals and apparatus are provided without additional fees for their use.

### Botany.

Botany is studied with a view of obtaining a knowledge of the form, structure and habits of plants.

The value of field work is recognized by requiring a search for plants of the vicinity and studying their relation to soil, moisture, light, etc. Every effort is made to stimulate independent observation, and to have the note books and herbariums express truthfully and clearly what is seen.

### Astronomy.

The work in astronomy embraces an outline of the celestial sphere and its circles, a description of the constellations, the problems of latitude and longitude, and descriptions of the earth, moon and sun in relation to size, density, motions, etc.

Text—Young's "Lessons in Astronomy," or Todd's "New Astronomy."

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## History

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History has been defined, by some one, as a record of past events, but a broader definition we believe is, "History is humanity becoming and being conscious of itself." Whatever section of the world's past be selected for the teaching of history, the aim is to enable the student to interpret the society of which he finds himself a part, and his own part in that social whole.

The history course has been arranged to begin with Oriental and Greek history one term; Roman history one term; English history one term; civics one term; U. S. history one term; economics one term; U. S. history and civics in the Junior year.

While a text book is commonly had by each student, the largest and best source of information is the Historical Library.

The school library is well supplied with historic literature,

histories for comparative reference, novels and works upon historical subjects. In addition to text-book work the student is also given topics to develop from outside sources.

### United States History

In connection with the history, biographical interest is awakened by short sketches from the lives of the great statesmen. The study of the institutional life of the country is considered of primary importance as it is the knowledge that will best serve the pupil in after life. To this end the student is encouraged to express his own ideas in connection with what he has gleaned from reading or any outside sources, and an endeavor is made to show him how the questions that present themselves to the people of this country are the direct effect of past causes, and how, in general, each cause has its corresponding effect.

The object and methods of teaching are also discussed and exemplified.

Reference—Thomas, "History of United States;" McMaster, "History of the People;" McMaster, "With the Fathers;" Fiske, "Critical Periods of American History;" Fiske, "Old Virginia and Her Neighbors;" Hart, "Essentials of History."

### History of Greece.

The history of Greece is one of the most interesting, attractive and culture giving of all histories. An acquaintance with its historians, orators and philosophers forms no small part of a liberal education. We study Grecian history primarily on the philosophic side, that we may learn the influence it has had on the world's history.

### History of Rome.

In Roman history, the character, manners and customs of the people and the lessons that we learn from their successes and failures are impressed upon the student. Morey's "Outlines of Roman History" is used as a text.

### Engish History.

The history of England is of primary importance to the

Choral Club

American people, since we obtain our laws, customs and government from the Teutonic language, customs and institutions. The Norman conquest, language, thought and government; the Magna Charta obtained from King John and its effect on government; the revival of learning and the Reformation; Elizabeth's brilliant and successful reign, including the colonization of America, are topics that are fully discussed. Montgomery's English History is used.

### Mediaeval and Modern History.

The chief aim of mediaeval history is to show the marvelous development of the barbaric nations concerned in the overthrow of Rome into the advanced and cultured people of modern Europe.

Modern history directs the student's attention to those things which the past has contributed to the present and enables him to appreciate and value the progress and emancipation of the marvelous nineteenth century.

### Civics and U. S. History.

This course embraces the origin, nature, theory and necessity of government; the township, its origin and growth, as exhibited in the New England town, the Southern district, and the Western township, and its development into the county, the county into the colony and the colony into the State; the origin of theFederal Union; the forms of governing the same under the Continental Congress, the Confederation and the Constitution. Free use is made of the library, and subjects such as the following are investigated: "The Articles of Confederation," "The Ordinance of 1787," "Federalists and Anti-Federalists," "The Federal Executive," "Congress," etc. A great deal of stress is placed on the origin and development of the various parts of our government. Constant reference is made to Fiske's "Civil Government," Bryce's "American Commonwealth," Forman's "Advanced Civics," Hindale's "American Government," Fiske's "Critical Period," Walker's "Making of a Nation," Wilson's "Theory of the State." The lives of such leaders as Washington, Hamilton, Jefferson and Madison present a source of much reliable information concerning the "critical period" studied in this course.

### Sociology, Economics and Ethics.

These courses are intended to give the students a general knowledge of the more important elements in the existing form of industrial organization and the stages through which it has developed into its present complex system.

In sociology the study is based on the text of Small and Vincent; in economics the text book of Ely & Wicker is used; in ethics the text used will be "Everyday Ethics," by Ella Lyman Cabot.

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# Department of Ancient Languages

## Latin

The work in Latin requires four years to complete the full course. Two years, or six credits, are required in the Normal course. Six years, or eighteen credits in language work are required in the classical course. Five years, or fifteen credits, are required in the languages in the modern language and scientific courses. Three years, or nine credits, may be in Latin.

### First Year.

Term 1. Lesson I to XXX, Collar and Daniell's First Year Latin.

Term 2. Lessons XXX to LX, Collar & Daniell's First Year Latin.

Term 3. Complete First Year Latin and first 29 chapters of Caesar, Book I.

### Second Year.

Term 4. Caesar's Gallic War (Book I and II, or an equivalent in the same text). Prose composition.

Term 5. Caesar's Gallic War (Books III and IV or an equivalent in the same text). Prose composition.

Term 6. Cicero's first, second and third orations against Cataline. Prose composition.

### Third Year.

Term 7. Cicero's fourth oration against Cataline; orations for the Poet Archias and Marcellus. Prose composition.

Term 8. Virgil's Aeneid (Books I, II and III).

Term 9. Virgil's Aeneid (Books IV, V and VI).

### Fourth Year.

Term 10. Cicero De Amicitia and De Senectute; Livy, (Book XXI).

Term 11. Horace, Odes and Epodes.

Term 12. Tacitus, Agricola and Germania, Pliny's Letters. Equivalents may be substituted for courses 10, 11 and 12, at the discretion of the teacher.

## Greek

The work in Greek gives such preparation as is required for entranec to the leading colleges and universities, and the three years offered in this subject are arranged to correspond to the three years' preparatory Greek taught at the State University.

### First Year.

Term 1. White's "First Greek Book" (Chapters I-XL).

Term 2. White "First Greek Book" (completed).

Term 3. Xenophon's Anabasis (Book I). Prose composition once a week.

### Second Year.

Term 4. Xenophon's Anabasis (Books II, III and IV). Prose composition once a week.

5. Lysias' Orations. Prose composition once a week. Collateral reading in the library. Prose composition.

Term 6. Homer's Iliad or Odyssey (Books I, II and III). Collateral reading, Jebb's "Introduction to Homer;" Gladstone's "Time and Place of Homer."

### Third Year.

Term 7. Lucian's Shorter Dialogues; selections from Xenophon's Memorabilia.

Term 8. Selections from Herodotus, Thucydides and the New Testament.

Term 9. Plato's Apology and Crito.

## French

I. Elementary French.

Grammar, reading and practice in pronunciation and oral understanding. Stress is laid on a brief course in French phonetics.

Chardenal's Complete French Course.
Rollin's French Reader.

II. Elementary French.
A continuation of Course I.
Chardenal's Complete French Course.
Rollin's French Reader.

III. Elementary French.
A continuation of Course II.
Chardenal finished. Reading of short-stories in French.

IV. Fiction of the Nineteenth Century:
Works by Daudet, Dumas, George Sand, about, etc.
Graudgents' Composition based on "Le Siege de Berlin."

V. Composition. Practice in writing French prose. Discussion of grammatical points in connection with the translation. Reading and study of "Colomba," Le Roi "des Mantagnes," La Fautaine's Fables.

VI. A close study of French idioms. Translation and study of some of the French classics, such as Le Bourgeoise Genlilhamme. Le Cid.

## German

Students desire to pursue the study of German are required to possess a good working knowledge of English grammar. The

Mozart Officers

aim is to give the student a good fundamental knowledge of the grammar and literature of the German language.

I. Elementary German.

This course, as in fact all of the three courses embracing the first year's work, is designed to give the student a fundamental knowledge of the grammar, a reading knowledge of easy phrase and as much drill as possible in pronunciation.

Thomas' German Grammar.

Super's German Reader, Part I.

II. Elementary German.

A continuation of Course I. Grammar completed to Part II. Super's Reader completed.

III. Elementary German.

A continuation of Course II. A review of the main points of grammar.

Reading—"Immense," "L'Arrabiatta," "Hoeher els die Kirche," "Der Scheviegersohn."

IV. German Prose. Copious reading of German prose to render the student familiar with the idioms of the language and to increase his vocabulary.

V. Prose Composition.

Practice in writing German, and translation of English prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs.

Harris' Prose Composition.

VI. Reading and memorizing of a great number of short, well known poems. Translation of one long poem.

Van Klenge's "Deutsche Gedichte."

Goethe's "Hermann und Dorothea."

## Drawing

The drawing classes of the Fairmont State Normal made rapid strides with the increased facilities of the school year ending June, 1902.

The course of study in drawing has been:

1. Drawing in outline from geometric solids.
2. Drawing in outline of ornament from cast.
3. Drawing in outline still life group from objects.
4. Drawing in outline details of human figure from cast.
5. Drawing in outline of natural foilage from plants.
6. Drawing from objects, shaded in charcoal.
7. Drawing from objects, shaded with brush.
8. Drawing of ornament from cast, shaded in charcoal.
9. An elementary design within a geometric form.
10. An applied design for wood, metal, glass or paper.
11. Geometry, plane and solid, geometric designs.
12. Perspectin, theory and applied.

The media used is crayon, charcoal pencil and water color.

Courses in handiwork include pottery, basketry, leather tooling, stenciling, metal work and cardboard construction.

The above is the course for the students in the Normal School; the work in drawing for the children in the different grades is naturally very different.

## Household Economics

Although we are a so-called political people, we have been slow to teach those things which are concerned with the universal and basal activities of life, such as agriculture, handicraft, etc. Among these is the proper management of a home. On Tuesdays the girls remain in the Chapel while the boys go together in another room. Here a lecture is given to the girls on some phase of home-keeping. Below is an outline of the topics which are considered:

Lectures on Household Economics.

1. THE HOUSE.
   1. Plan and cost.
   2. Sanitation.
   3. Decorations.

2. CARE OF THE HOUSE.
   1. Ventilation.
   2. Heat.
   3. Kitchen.
   4. Laundry.
3. FOODS.
   1. Combinations.
   2. Chemistry.
   3. Relative cost.
4. BACTERIOLOGY.
   1. Character of bacteria.
   2. Work of bacteria.
   3. Bacteria in the home.
5. PERSONAL HYGIENE.
   1. Respiration and elimination.
   2. Hygiene of sleep.
   3. Hygiene of the teeth, hair, nails, etc.
   4. Physical exercise.
6. TABLE SERVING.

# Department of Expression

The art of expression is gradually coming to take its proper place by the side of the other great arts of the world and those who are making a study of it are beginning to realize that time is as potent a factor in developing it as it is in developing other arts. The fact that so many young people have tried to fully equip themselves for public reading and speaking with only six months or a year's training, should not militate against the art, but rather should reveal the fact that it is more of an art than has been suspected, since so many have failed to reach its ideal.

In training the voice that it may become adequate for the revelation of the thought and feelings care must be taken that the student does not dwell upon the organs of speech while taking the exercises. He must hold in mind the proper concepts; that is he

must think strongly those qualities which he would bring into the voice, for the voice is a natural reporter of the thoughts and purposes of the individual. The objects sought in voice culture are right direction of tone, freedom, resonance, power, brilliancy and flexibility, which includes inflection and modulation.

Gesture is a spontaneous muscular response to mutual activity. The individual may learn an infinite number of movements and make them at will but unless they are the result of his state of mind they can but fail to make the desired impression. Knowing the managing of a gesture can never take the place of the impulse which should cause the movement. To develop proper gestures right states of mind must be induced, and the body must be trained through proper physical culture to perfect freedom, that it may perfectly mirror these states: "Instead of trying to imitate the gestures of a great orator, one should develop in himself the same activities of mind which inspired a Phillips, a Demosthenes or a Beecher. In this way the study and gesture has an educational value which cannot be estimated, for it deals with the sources of power in the individual and teaches him to become one in thought, feeling and purpose with the great masters of speech."

The Fairmont Normal offers a two years' course in expression, at the completion of which a certificate will be granted, and should the student desire to continue his studies at Emerson College, he will receive credit there for the same.

The course comprises six terms of work (class and private lessons) in voice culture, physical culture and reading. The literature used is compiled in the "Evolution of Expression," the "study by which the student of oratory rises to the perfection of his art through successive stages of development." These volumes of the "Evolution of Expression," four in number, contain selections from the following authors: Cicero, Burke, Dickens, Scott, Eliot, Hugo, Macauley, Carlyle, Buliver, Ruskin, Addison, Milton, Shakespeare, Browning, Tennyson, Burns, Byron, Wordsworth, Coleridge, Shelley, Keats. Goldsmith, Moore, Ingelow, Hemans, Longfellow, Bryant, Whittier, Holmes, Lamier, Stevenson, Riley, Poe, Drake, Beecher, Phillips, Webster, Emerson, Everett, Parker, Ryan and others.

Dramatic Club

**Course of Study.**

First Year—
Evolution of Expression (Vols. I and II).
Voice culture.
Physical training.
Private lessons on other selected literature.

Second Year—
Evolution of Expression (Vols. III and IV).
Voice culture.
Physical training.
Some Shakespeare interpretation.
Private lessons on other selected literature.

Tuition—Payable in advance. $12.00 per term to those taking regular course; $15.00 per term to others. Private lessons 75 cents.

# Department of Music

## Vocal Course

MISS MARY E. GEORGE, *Teacher.*

To neglect the ear while we train the eye is to discriminate unfairly against one of the chief senses. To educate the child and not train him in music, is to give him a one-sided culture. He is not a complete man; he is defective; incapable of appreciating the marvelous and inexhaustible beauties of sound; unable to express his feelings in the most expressive way; shut out from sympathetic companionship of those more favored than himself, he has been robbed of his birthright. From Morgan's "Studies in Pedagogy."

In order that students in the Normal School may have a knowledge of how to teach music, as well as to acquire the ability to read notes, three distinct kinds of work are required.

First—That of the theory and sight singing class. The theory includes composition of measure, major, minor and chromatic scales written in G and F clefs, dynamic signs, time

words, triplet, syncopation and intervals; also voice and ear training, exercises in breathing, tone placing and articulation, exercises in rythm.

Second—That of the professional work, in which are studied the fundamental principles of education as applied to the teaching of music.

Third—The opportunity for practice in teaching music under the supervision of the director of music, who points out and corrects such errors as may be made by teachers inexperienced in the work.

The aim is to have two classes, each meeting two times a week. The first class will be composed largely of those students who desire a knowledge of the rudiments of vocal music and sufficient practice to enable them to read music fairly well and to sing in choruses.

The second class will be for more advanced students—for Seniors and Juniors—who in addition to the work of the first class will study how to teach music in the public schools.

Both classes are free.

## Instrumental Music

Music generally speaking is too apt to be regarded as a mere empty accomplishment. Consequently the time devoted to it is limited, and the knowledge attained superficial.

Experience has taught us that with no very extraordinary gifts, provided there is sufficient general intelligence, every one can accomplish something in music. Many are endowed with natural taste, correct ear, and poetical sentiment who may never have the opportunities necessary to make great artists. These are, however, capable of comprehending and interpreting good music. If only those who are capable of becoming great artists were taught music, we would lose one of the chief sources of recreation, and music, unlike many other amusements, leaves no sting in its trail.

Superior advantages are offered to all who wish to study piano or organ. During the year opportunities will be given pupils to appear in public.

Tuition will be arranged with the teacher.

# Text Books Used

Below is given a list of text books used, and time in which they should be completed:

### Preparatory Department.

Arithmetic, Practical, Milne's Standard. Three terms.
Bookkeeping, Williams and Rogers, Moore and Miner's. One term.
Grammar, Patrick or Ridgon. Three terms.
Geography, Frye or Natural or Dodge. Two terms.

### Normal and Academic Departments.

Agriculture, Jackson and Daugherty, or Bailey. One term.
Algebra, Milne's Elements. One term.
Algebra, Milne's Academic. Three terms.
Arithmetic, Mental, Brooks. One term.
Astronomy, Young or Todd. One term.
Botany, Coulter, Bergen or Andrews. One term.
Chemistry, Avery or Newell. Two terms.
Civics, Moses or Boynton. One term.
Commercial Geography, Gannett or Trotter. One term.
Ethics. One term. Text to be adopted.
Economics, Ely and Wicker, or Bullock. One term.
English, higher, Reed & Kellogg. Two terms.
French, Chardenal or Gaspey's Otto. Six terms.
Greek, White, etc. Six terms.
Geography, physical, Davis or Tarr. One term.
Geology, Le Conte or Norton's Elements. One term.
Grammar, Patrick. One term.
German, Thomas, etc. Six terms.
Geometry, Milne. Three terms.
History, Oriental and Grecian, Myers or Botsford. One term.
History, Roman, Morey. One term.
History, English, Montgomery, Wrong or Larned. One term.
History, General, Myers. One term.
History, Mediaeval and Modern, Myers. One term.
History of Education, Seeley or Monroe. One term.

Literature, English, Halleck or Newcomer. One term.
Literature, American, Newcomer. One term.
Latin (first year), Collar & Daniell or Pearson. Three terms.
Latin, Caesar and Grammar, Kelsey and Bennett. One term.
Music, natural music course. One term.
Orthography, Reed. Until proficient.
Physics, Miligan & Gale, or Hoadley. Three terms.
Psychology, Halleck, or James, or Titchener. One term.
Physiology, Overton. One term.
Pedagogy, White & Page. One term.
Rhetoric, Lockwood & Emerson, or Brooks and Hubbard. Three terms.
Sociology, Small & Vincent, or Blackmar. One term.
Theory and Practice, Page. One term.
Trigonometry, Wentworth. One term.
Training and Methods. One term.
Zoology, Holder or Colton. One term.

# Training School

### Training School Faculty.

*Supervisor and Teacher* - - - - MISS HASTINGS
*Director of Kindergarten and Teacher in Grades 1, 2 and 3* - - - - - - - - MISS GEORGE
*Teacher in the Grades* - - - - - MISS DAVIS

*Department Teachers.*

*Drawing* - - - - - - - - MISS RIDGELEY
*French* - - - - - - - - MISS STALNAKER
*History* - - - - - - - - MISS ABBOTT
*Music* - - - - - - - - MISS GEORGE
*Nature Study* - - - - - - - - MR. SCHERF

A course of study may appear stiff and formal as so much material to be transferred from the mind of the teacher to that of the child within a given time. It should not be so considered. The child must be taken as the center of interest at every step and for the sake of his best development the course of study furnishes suggestions and an arrangement of carefully selected

History of Arts Club

educative material which is to be used in the most helpful way and it is subject to change. The aim of every phase of the work is to leave the child with a *greater power* of *intelligent inquiry* and a *greater desire* to *do things.*

# English

1. LITERATURE.

"The immediate purpose is to train the child to appreciate and enjoy good literature. Development of literary taste involves:

(a) The development of the imagination.

To this end the child is made familiar with the choicest fairy stories, myths, legends and folk stories in the language.

(b) The cultivation of the sense of beauty of poetic form.

Poems remarkable for beauty of form are brought repeatedly to the attention of the child. Many of them are memorized. The method employed of leading the pupil to appreciate the beauty of a selection is that of frequent and sympathetic reading of the poem itself.

(c) The appreciation of literature as an interpretation of life.

The emotions expressed, the situations depicted in the poems introduced to the pupil's attention are those with which he is more or less familiar. No poems are taken up which express moods, mental states altogether foreign to his experience. The child is led to look upon literature as in great part the expression in beautiful, definite and permanent form of in more noteworthy experiences.

The material used in the classes of literature should be so selected as to supplement the impressions made upon the pupil by national holidays, the changes of the seasons, the topics under discussion in other studies of the school course and by other incidents of the child's daily life."

2. READING.

Throughout the course in reading the greatest emphasis is placed upon thought interpretation, the children are taught to look for thoughts on the printed page instead of words. The

All the children in the Elementary School are given an opportunity to read in the library once or twice each week.

The library reading is undirected, that is, the children are permitted to choose what they desire from the list of well selected books and magazines. Informal discussions upon what has been read, frequently take place in the class room.

3. FORM IN ENGLISH.

The habit of using incorrect forms of speech is overcome by frequent use of correct forms.

The story, conversation, oral description, directions to play a game, to do certain kinds of work, etc., afford many opportunities to place emphasis upon the correct forms. "Much and varied observation and much and varied expression are the two essentials of the formation of correct habits of speech."

Oral and written compositions are based upon the subject matter of other studies and upon special occasions which may arise.

Many of the rules governing correct forms are developed inductively and are written in note book for the purpose.

Originality is encouraged and emphasized. The children make original rhymes, write original plays, write original directions for making things, etc. These are typewritten and filed for future use.

4. SPELLING.

Sound elements are studied, words are grouped according to phonograms and endings; words are selected from various subjects of study for oral and written spelling. As an additional help in the study of the words the spelling book is used.

5. WRITING.

Children write on the board from the first day, large, round vertical form, free movement. Write with marking crayon on large sheets of paper fastened to board, then on large sheets of paper on desks, then pencil with large soft lead and smaller sized sheets, and finally the ordinary sheet is used.

mechanics of reading are studied only as a means to the end of getting the thought. The work in reading is closely associated with that of literature.

### Reference Books for Teachers.

The Teaching of English, Chubb. MacMillan.

The Teaching of English, Carpenter, Baker and Scott. Longsman.

Special Method in Language, McMurry. MacMillan.

Reading, How to Teach It, Arnold. Silver, Burdette & Co.

How to Teach Reading, Hall. D. C. Heath.

School Hygiene (Chapter on Writing), Shaw. MacMillan.

## Outline in English

### The Kindergarten.

Expression is one of the fundamentals of the kindergarten. From the world of vague notions about things the child's ideas become clarified by his daily experiences in the kindergarten and as his ideas become more definite he is taught to observe different words or words that will more adequately express his thought. The children observe things and people, they play games, sing songs, they take walks and describe them, they listen to stories and verses concerning the things they know, then reproduce and imitate them in action and speech. The stories and poems are selected not only for their interest to the children, but also for their literary merit to assist in establishing standards of good English.

### Grade 1.

1. LITERATURE.

Stories and Poems: The Little Red Hen; Little Red Riding Hood; Stories of Clytie; The Anxious Leaf; Stories of Primitive Life; Thanksgiving Stories; Hiawatha's Childhood; The Children's Hour; The Old Clock on the Stairs; Howitt's The Wind in a Frolic; Bjornsen's The Blue Bird; Sherman's Snowbirds; selections from Stevenson, Field, Whittier, Longfellow.

2. READING.

The teacher selects material from the child's activities for

the first reading lesson. Action sentences are written on the board and interpreted by the children through action and speech. The symbols are associated with the thought they represent. Script is taught before print. New words at first are taught through their association and use with activities and objects and by their place in sentences composed of familiar words.

Phonics are introduced when children begin to confuse words and are taught regularly and persistently each day until the child has power over new words through knowledge of sound elements.

The transition from script on the board to print in the book is made as easy as possible. The use of word cards printed in large type makes the transition less difficult.

Books read in class during the first year:

Text, For Phonics; The New Education Readers, Book I completed; Book II to page 91.

For Sight Reading: Sunbonnet Babies' Primer, Grover; Beginners' Reader, Bass; Art-Literature, Primer and Book I.

3. FORM IN ENGLISH.

Free and full, unconstrained oral expression is gained through the stories, games, nature lessons, etc. The first written statements are selected from these lessons, opportunities are given to use the correct forms of words; see, saw, seen; run, ran; there is, there are, etc.; use of capitals in writing the names of the children is observed. Use of period and question mark in readers and board lessons observed.

4. SPELLING.

Oral and written; word building; sight words written on board; words selected from all lessons.

5. WRITING.

Large, free rhythmical movements on board. Suggestions in School Hygiene (Chapter on Writing), Shaw.

## Grade 2.

1. LITERATURE.

Stories and poems told to the children are selected from the authors suggested for Grade 1.

Recitation Room in Training School

2. READING.

Text—New Education Readers, Books II and III.

For Sight Reading—Second Fairy Reader, Baldwin; Book of Little Plays, Johnson and Barnum; Jack and the Bean Stalk; Babes in the Woods; The Tree Dwellers; Dopp.

3. FORM IN ENGLISH.

Exercises to bring about the habitual use of correct forms of irregular verbs and pronouns receive special attention. Originality encouraged and requested in all composition. Children suggest different ways of expressing the same thought. Attention is given to the use of capitals at the beginning of names, days of the week, of the months, of places. Letter writing is introduced.

4. SPELLING.

Word building continued; sight words from reading lesson; words selected from all lessons.

5. WRITING.

Drills on forms of letters. Special attention given to freedom in movement, position, etc.

## Grade 3.

1. LITERATURE.

Stories and poems for reproduction and memorizing found in Guide Books to English, Book I to lesson 50. Poems from Whittier, Longfellow, Wordsworth, Field, Stevenson.

2. READING.

Text—Education Readers, Books III and IV.

Books for Sight Reading—Book of Plays, Johnson and Barnum; Third Reader, Baldwin; Grimm's Fairy Tales; Robinson Crusoe; Adventures of a Brownie, Mulock; Alice in Wonderland, Carroll; The Early Cave Man, Dopp.

3. FORM IN ENGLISH.

In addition to the suggestions made for the first and second grades, Guide Books to English, Book I, Harris and Gilbert is

studied to lesson 50. Emphasis is placed upon originality in all composition.

4. SPELLING.

In addition to suggestions previously given, Progressive Speller, Part I, completed.

5. WRITING.

Pen and ink introduced. Ruled paper may be used.

## Grade 4.

1. LITERATURE.

Stories and poems for reproduction and memorizing; Guide Books to English, Book I, lessons 50 to 97 inclusive.

2. READING.

Text—Literature Series, Book IV.

For Sight Reading: King Arthur and His Knights, Radford; Farmer Brown and the Birds; The Golden Touch, Hawthorne; Japanese Fairy Tales, Williston.

Poetry—The children are taught to read poetry. Some child reads a poem to the class each day. Poems from Stevenson, Tennyson, Browning, Cowper, Wordsworth, Longfellow; selections from the Collections. Nature in Verse, Lovejoy; Tree Top and Meadow; Poetry of the People, Gayley and Flaherty.

3. FORM IN ENGLISH.

Special attention is given to originality in rhyme making, in composition of plays and melodies, in descriptions; in writing directions to construct things, to play games, to do work of any kind. Records are made on gardening, on observations of the weather, on scores in games, etc. The children are taught to ask scientific questions in the recitation and to arrange in logical order. These are written in notebooks as a part of the assignment for study. In addition to these suggestions a text is used for part of the work, Guide Books to English, Book I, lessons 50 to 97.

4. SPELLING.

Words are selected from all subjects studied; peculiarities of word-forms studied; drills in articulation frequently given; use

of dictionary for pronunciation. Progressive Speller, Book I to section 3, page 52.

5. WRITING.

Freedom and accuracy emphasized. Pen and ink used daily.

### Grade 5.

1. LITERATURE.

Stories and poems for reproduction and memorizing are found in Guide Books to English, Book I, lessons 97 to end of book. Selections from authors suggested in fourth grade outline.

2. READING.

Graded Literature Series, Book V.

For Sight Reading—Bird's Christmas Carol, Wiggin; Wonder Book, Hawthorne; Pied Piper of Hamelin, Browning; King of the Golden River, Ruskin; Story of Ulysses. Lamb; Birds of Killingworth, Longfellow. Poetry—The children are taught to read poetry. See list of authors, Grade 4.

3. FORM IN ENGLISH.

Continued as suggested in outline for Grade 4. Principles and rules of English observed through usage. All such generalizations summarized and written in note book.

Guide Books to English, Book I, completed.

4. SPELLING.

Make up lists of words used in various lessons of the day and place on the board for class to study. Attention given to principal rules of spelling; prefixes and suffixes studied. Use of dictionary. Progressive Speller to Part II, page 81.

5. WRITING.

Suggestions same as for Grade 4.

### Grade 6.

1. LITERATURE.

Stories and poems found in Guide to English, Book II, lessons 1 to 33. Selections from the Bible studied and memorized; biographies studied. Folk stories, songs and poems brought

to class, historical bearings discussed and some of the poems and songs memorized.

2. READING.

Books read in class—Great Stone Face, Hawthorne; Legend of Sleepy Hollow, Irving; Birds and Bees, Burroughs; Courtship of Myles Standish, Longfellow; A Hunting of the Deer, Warner; Success of Forest Trees, Thoreau; Hans Brinker.

Poems—Holmes, Kipling, Riley, Bryant, Poe, Tennyson, Browning, Wordsworth.

3. FORM IN ENGLISH.

Summary of technical points previously learned in writing compositions; outline studied. Children are taught how to make outlines and summaries; study of descriptions and debates; writing a biography; writing items for paper; writing advertisements for paper, etc. Guide Books to English, Book II, lessons 1 to 33.

4. SPELLING.

Book, Progressive Speller to page 140. Words selected from other subjects by members of class. Dictionary work.

5. WRITING.

Neat and well written compositions. Letter writing. Business forms.

## Grade 7.

1. LITERATURE.

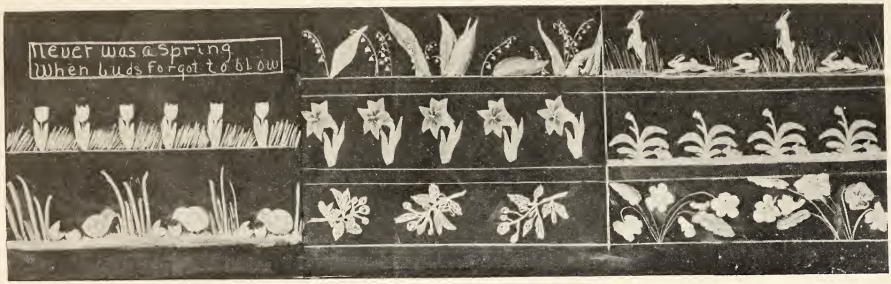
Stories and poems found in Guide Books to English, Book II, lessons 34 to 60 inclusive.

Poems from the Blue Poetry Book, Lang. Each child is required to choose poems from different authors for his own scrap book and give reasons for choosing poems.

2. READING.

Books Read in Class—Stories of Colonial Days; The Hoosier School Boy, Eggleston; Tanglewood Tales, Hawthorne; Jungle Book, Kipling; A Christmas Carol, Dickens.

Poems—Suggestions in previous outlines; Paul Revere's Ride; How They Brought the Good News from Ghent to Aix.




Frieze in Training School

3. FORM IN ENGLISH.

Writing a school paper; study and writing messages; studies in style; the long and short sentence; descriptions; narrations; Grammar, Guide Books to English, lessons 34 to 60 and sections I and II inclusive.

4. SPELLING.

Attention given to troublesome words in spelling. Lists made by pupils. Dictionary used. Progressive speller completed.

5. WRITING.

Individuality in handwriting, as developed when rapidity and ease are acquired, is permitted and desired.

**Grade 8.**

1. LITERATURE.

Stories and poems found in Guide Books to English, Book II, lessons 60 to end. Selections from the Blue Poetry Book, Lang. Each child is required to choose selections from different author studied and give reasons for choice.

2. READING.

Books Read in Class—The Iliad, Bryant's translation; Julius Caesar, Shakespeare; The Young Citizen, Dole.

3. FORM IN ENGLISH.

Descriptions; choice of words; study of a story as to style; outline and speech; accuracy of statement; outlines for different subjects. Grammar, Guide Books to English, Book II completed.

4. SPELLING.

Progressive Speller, Book II reviewed. Dictionary work.

5. WRITING.

Letter writing, business forms, newspaper reports, etc.

# Art

This course consists of drawing, constructive work, study of pictures, study and arrangement of beautiful surroundings, and the *application* of drawing wherever needed in the work of any subject or in school room decoration.

It is intended that this course will give (a) a *power* of expression in connection with the various subjects studied. No other subject offers so many possibilities of correlation with other studies as does the subject of drawing.

(b) An appreciation of the beautiful in nature, in pictures, in arrangement of things about us, in dress and in decoration for various needs.

(c) The study and design as related to industrial work.

It is impossible to place in the outline the entire sequence of the subject as much of it depends upon the subject matter of other studies.

### Outlines for Grades 1, 2, 3, 4.

Media—Chalk and blackboard, crayola, pencil, water color, crayon, clay, scissors, draw, cut, model, paint.

### Illustrative Drawing.

There are many kinds of drawing necessary for adequate expression with brush and pencil and each kind has a definite purpose. To a great extent with the younger children drawing is a language based upon the expressive instinct, hence many opportunities should be given the child in these early stages for free and unconstrained expression of his ideas, thus illustrative drawing is very important in the first three grades. Illustrate: Activities, play, games, work; fall work in the home and field. Illustrate: Stories, poems, songs; Thanksgiving stories; customs and costumes of Puritans; Christmas stories. Illustrate many reading lessons on board. See course in literature, history, reading.

### Nature Drawing.

Two aims.

(a) To show ideas of growth, plants, buds, stem; forms, animals and birds.

(b) To make pleasing pictures from nature, using twigs, leaves, plants, flowers; animals and birds in different positions; study arrangement, balance, color and space relations in placing work on paper.

See course in Nature Study for material.

### Decorative Drawing.

Arrangement of discs, sticks, seeds, leaves, paper cutting into beauty forms. Copy with crayola, or water color. Studies in groups of brush strokes, groups of lines and dots in rhythmical arrangements.

### Constructive Work.

To construct things is a dominant tendency in the child from the time he begins to play with blocks and dig in the sand. This constructive creative instinct in man has led to the erecting of great buildings, beautiful temples, strong bridges, wonderful structures of many kinds.

The aim is three fold (a) to give the child an opportunity to work out his ideas with material that he can wield. (b) To encourage and direct this tendency through the use of various materials in making useful and beautiful things which are in the child's power of appreciation and understanding. (c) To illustrate typical scenes from primitive life and lead to the construction of a modern play house.

CLAY MODELING.

Dishes, kitchen utensils, flower pots, marbles, seeds, fruits, illustrate activities and stories.

BUILDING.

Primitive hut, log house, modern doll house furnished. This will necessitate working with coardboard for furniture and textiles for rugs, curtains, etc.

See course in history and literature.

### Representative Drawing.

Not much can be accomplished in drawing from models and type forms in the primary grades, but there can be developed an

appreciation of proportion and harmony of line and color toward tht objects to be represented.

### Picture Study.

Some lessons should be devoted to the study of the works of art in picture and sculpture, and beautiful scenes from nature.

Artists—Landseer, Raphael, Reynolds, Millet.

### Grades 5, 6.

Media—Chalk and blackboard, crayola, pencil, water color, clay, scissors.

### Illustrative Drawing.

Illustrate: Stories and poems. History: Pastoral life, early Aryans; Greek and Roman life; early Teutons; story of Columbus; early Colonial life, etc., as suggested in history outline.

Geography—Life in different sections of the world; Indian life; the Hollanders; Eskimo; Japanese customs, etc., as studied in geography.

### Nature Drawing.

Use all the material the different seasons afford; choose simple yet interesting specimens; observe beauty of line in growing forms; balance of masses; radiation from center of growth; begin to observe values and tones in light and shade and color schemes found in leaves, landscapes, etc.; characteristic tree shapes; rapid sketches from animal pose, cat, rabbit, dog.

Geography—Land forms, plains, slope, hill.

### Decorative Drawing.

Geometric designs; interpretation of leaf and flower forms into designs of beauty for decorating boxes, book covers; stencils and wood block designs for stamping.

### Constructive Work.

Basketery, pottery, structural designs for common household furniture, working drawings studied; drawing to scale.

Track Team

### Representative Drawing.

Ideas of direction and proportion developed; draw from poses and models. Representative of fore shortened surfaces.

### Picture Study.

Artists—Murillo, Van Dyck, Carot, Angelo, Titian, Rembrandt, Bonheur.

### Grades 7, 8.

Media—Same as suggested for grades 6 and 7.

### Illustrative Drawing.

Character sketches from literature and history. Illustrate in India ink and brush poems and stories.

### Nature Drawing.

Observe and try to secure an expression of the comparative strength and delicacy of growth in plants by line. Botanical drawings in connection with the nature study lessons.

Paint and draw twigs, grasses and all material in season; paint autumn and winter scenes. Sketch out-doors.

### Decorative Drawing.

Japanese brush and India ink, pencil, charcoal, color. Designs in groups of lines, spots, placing space relations in black and white, observe flow of line and opposition of line and other elements of harmony, application. See suggestions by Arthur W. Dow.

### Representative Drawing.

Draw from objects single objects, groups of objects, study of perspective in building, streets, etc.

### Constructive Work.

Study simple principles of architecture, floor plan of house, front or side elevations. Pictures of well built buildings as to

proportion and beauty studied. Surroundings. Ideas of beauty in dress.

**Picture Study.**

Artists—Turner, Titian, Durer. Review artists of previous grades.

# Geography

Leaders in geography teaching agree that home geography should be the first division of the subject taught, but as to the second division there is a great difference of opinion. In the words of Prof. Dodge, of Columbia University, the difference is clearly stated: "Some believe that home geography should spread outward from the school room in concentric waves like the waves from a stone thrown into the water, expanding from the schoolroom, with the school yard, the street, the ward, the city, the county, the state, the nation, the continent, the several continents and the world. Others believe that the line of advance should be like he rays of a spider's web ever radially from the familiar home locality to the unfamiliar distance along the paths of least resistance and deepest interest, until the whole world, and the world as a whole, are related to the home region and to each individual pupil."

The writer has made several tests in the use of the two plans suggested with children beginning the study of geography, and arrives at the conclusion that the latter plan is much more satisfactory.

This year after several unsuccessful attempts were made to bring about a real interest in city and State geography according to the first plan, the children were given geographies and requested to examine them and be ready to read to the class the most interesting parts of the book. The result was that each member of the class selected the paragraphs on the different kinds of people, their ways of living, their houses, their work, and the paragraphs upon wild animals.

The result was that each child wanted to know much more about these subjects than could be answered by the information

of the book. A list of questions were made out and study from that time has not ceased to be full of interest. Thus from the interest in the Children of the Cold, the Kongo boy; the Indian tribes; the Japanese and the Chinese; an Arab family; children of the Highlands and children of the Lowlands, etc., much geography of the world has been learned and a power to express in geographical terms has been gained.

Books of reference for teachers:

The new Basis of Geography, Redway—MacMillan. Special Method in Geography, McMurry—MacMillan. Dodge's Geographies—Rand, McNally & Co. Redway's Geographies, Natural Series—American Book Co.

### Kindergarten and Grade 1.

In these years, geography takes the form of nature-study and stories of children in other lands, and of primitive life.

### Grades 2 and 3.

The work in the second and third years consists of a study of:

(a) Geographical conditions in connection with the nature-study course; attention to change of seasons, observations of the weather; the earth as the home of man.

(b) Home Geography—Direction; distance; relative position of their own homes to school building; vicinity, natural surroundings; industries of vicinity. At least one type study.

(c) Stories of children in other lands.

### Grade 4.

Peoples, Races, Nations.

Study children of different races, their homes; their work; their ways of travel; their country; location; climate; great land divisions; great water divisions; distance; direction; study of the earth, form, movements; distribution of light and heat.

North America: Position—Great surface features; climate, productions, occupations.

The United States: General characteristics.

Before beginning a study of the groups of States, a careful

study of the State is made. The West Virginia hills, streams, valleys are studied. After having made a simple study of North America, it is not difficult to fix the relations of the State as to position; to mountain system; to climate belts; etc. The industries of the State receive special attention. At least one type study is made. Special study of the United States and all countries of North America.

Text books introduced: Dodge's Elementary Geography; Frye's Elementary Geography.

### Grade 5.

The special feature of this work is:

(a) To make clear the interdependence of nations.

(b) To point out again and again the relation of occupations and manner of life to climate and physical features.

(c) One of the important aims of all geography teaching which is here emphasized is to develop the subject in such a way that the pupil will ask questions which will lead into the next topic, or so that the pupil will feel the need of the next topic.

After a review of general principles suggested in outline of Grade 4, the work will be followed as given in Dodge's Elementary Geography.

The black globe and slate wall maps are apparatus indispensable.

Text: Dodge's Elementary Geography completed.

References: Carpenter's Geographical Readers.

King's Geographical Readers.

### Grade 6.

First half year, Tarr and McMurry's North America.

The last half year, Tarr and McMurry's Europe; Carpenter's North America; Carpenter's Europe; State Geography reviewed.

### Grades 7, 8.

Develop principles and show relations to each other:

Mathematical Geography; Physical Geography; Political Geography; Commercial Geography.

Text: Dodge's Advanced Geography completed.

Parlors in Woman's Hall

References: Frye's Complete Geography; Redway's Natural Series, advanced; Tarr and McMurry's Complete.

# Nature Study

To serve and to make higher service possible leads to a deeper, richer, keener knowledge of the things about us. Nature study furnishes many opportunities for development "in learning the things most worth knowing to the end of doing the things most worth doing." Too frequently Nature Study lessons consist of talking *about nature* instead of a close association *with nature.* The fundamental principle of this course is to study nature from "Nature's Book." This is the only way in which a sympathetic attitude towards all life, a true appreciation of the beauty in common things and scientific knowledge can be gained.

The chief centers of interest are:

Life Activities of Animals and Plants.

Natural Forces. Sun, rain, snow, wind, etc.

Work with Nature. To understand, to help.

Beauties of Nature. Field, woods, sky, etc., at different seasons of the year.

The chief means are the school garden, field trips (real and imaginary), and the laboratory.

The school garden has for its immediate aims: (a) To learn how plants grow; (b) to learn how to help plants grow; (c) to learn how animals, birds, insects and worms help or hinder plants in growing; (d) to learn the value of plants.

To learn how plants grow necessitates a study of soil, moisture, light, air, heat, etc.

To learn how to help plants grow necessitates careful observation of plants under various conditions, making and keeping records of the same for future use.

To learn how animals, birds, insects and worms help or hinder plants in growing necessitates close observation and a careful study of life histories of important and troublesome insects and worms, as related to soil and plant, a study of animals and birds as friends of plants.

To learn the value of plants, necessitates a study of those used for food—the vegetables; those used for beauty—flowers, bushes, vines, trees, for beautifying unsightly places; for general improvement of yards, lawns, streets, etc.

Animals, birds, insects and plants are to be studied in their respective environments so far as possible. The work in the laboratory does not consist in dissecting and pulling to pieces insects and flowers, but the laboratory is the place to make experiments to understand natural forces as air, heat, etc., to make preparations for gardening. Seeds are germinated, plants are rooted and potted, roots are grafted, and the effects of the different conditions of moisture, light and atmosphere are carefully observed.

Books of reference for teachers:

Nature Study and Life, Hodge. Ginn & Co.
Nature Study and the Child, Scott.
Rural School Agriculture, Davis. Orange Judd Co.
Among Country Schools, Kern. Ginn & Co.
How to Make School Gardens, Hemenway. Doubleday, Page & Co.
Soils, Fletcher. Doubleday, Page & Co.

### Kindergarten and Grades 1, 2, 3.

The general outline for the kindergarten and the first three years is very much the same, but the work is adapted to the capacity of the class.

General Characteristics of the Season: Appearance, conditions, activities of plant and animal life in each season observed. Field trips.

Animal Life: Animal pets, their habits, their needs, their care; other animals of the farm, use, habits, needs; some familiar wild animals, squirrel, rabbit; birds, insects, tadpoles studied in their natural environment; stereopticon study of interesting wild animals; bird study.

Plant Life: Striking characteristics of common trees studied from observation during the different seasons; work in the garden, fall and spring. Dormant plant life in winter; Beauty and use of plants.

Natural Forces: Sun, frost, wind, and their use; water forms, snow, and ice crystals.

### Grades 4, 5.

General Characteristics of the Seasons:

Animal Life: The earth worm, insects, birds and other animals related to the garden, studied from observation. Large wild animals studied from stereopticon lectures, picture, descriptions. Bird study.

Plant Life: Gardening—*fall,* collecting and storing seeds and bulbs; rooting and potting plants for windows; *spring,* special study of soils, kinds, physical properties, origin and modes of formation; seed germination, hot bed, cold frame, work in individual garden. Records made and kept. Use of plants for food, protection, inventions. Beauty—Plants used to make surroundings more beautiful.

Natural Forces—The weather; records made and kept; weather reports and weather maps studied.

### Grades 6, 7, 8.

Elementary forestry; elementary physics; elementary botany; the farm; civic improvements. Bird study.

In addition to the garden work suggested in the outline each class in the school will be given a special problem for the year, one class will have the responsibility of a tulip bed, another, a crocus bed, another, a geranium bed, another, a bed of salvia, another a row of sweet peas; others will be given portions of the back yard to improve.

## Arithmetic

The child spontaneously begins his study of arithmetic before he enters school. He has had innumerable experiences in measuring and judging distance, area, volume, size, form, weight, force, time, and in counting objects and in seeing groups of objects. It is the plan of this outline to suggest means by which his development may continue through these various subjects of number.

There are three phases of arithmetic work considered of great importance for the kindergarten and first four grades:

(a) Experience in games and constructive activities through which the children feel the need of arithmetic.

(b) A classification of the facts learned and drills for the sake of retaining.

(c) The processes which of themselves are interesting to the children.

### Kindergarten and Grade 1.

Work with materials which involve measurement and counting; weaving; cardboard work; housebuilding; gardening; games involving counting and keeping score; drills in memorizing facts learned through these activities; multiplication tables; denominate tables, etc.

Through counting, measuring, combining, the children compare volumes, surfaces, lengths, expressing indefinite relations as large, small, short, long, longer, longest, etc.; definite relations expressed by terms as equal, round, square, etc.

First grade pupils may be guided through the number facts contained in the Arithmetic Primer, Hall, to page 40.

### Grade 2.

The work continues as suggested in the outline for Grade 1, constructing and experimenting, recording facts gained and developing tables.

The forty-five combinations, addition facts; the ideas of the units of measure, the inch, foot, yard, dozen, pint, quart, gallon, peck, etc.; counting by twos, threes; multiplication table to 3 times 12.

Work given as suggested in the Arithmetic Primer, Hall, to page 75; Primary Arithmetic, Bellefield and Brooks, 20 pages.

### Grade 3.

Constructive activities and measurements of floor space, play ground, garden, etc.

Book used by class for sight work: Smith's Primary Arithmetic, to page 150.

Dining Room in Woman's Hall

### Grade 4.

In the grade more time is spent in securing accuracy of statement and speed in performing the fundamental operations.

Milne's Progressive Arithmetic, Book I, is completed.

### Grade 5.

Review of measure of lengths, surface and volume; intelligent drills in factoring; fractions, common and decimal.

Milne's Arithmetic, Book II, to page 104.

### Grade 6.

Milne's Progressive Arithmetic, Book II, Part II.

### Grade 7.

Milne's Standard Arithmetic.

Topics omitted.

Reference books:

Teaching of Elementary Mathematics, Smith. MacMillan.

Psychology of Number, McLellan and Dewey. Appleton.

Talks on Teaching (Chapter on Arithmetic), Parker. Kellogg.

The Elementary School and Teachers' College Record, numbers on teaching arithmetic.

## History in Grades

The work in the first four years consist of stories from literature, stories of primitive peoples and biographical stories.

History and geography are closely related, are in fact bound together. History and literature are not less closely bound together and merged into one than history and geography. Literature deepens the lessons of history.

Interspersed with pictures, maps and books to be read, the fifth year is given studies of the primitive life of the Aryan peoples, of the Hebrew peoples, of the Egyptian, Greek and Roman peoples. The studies are of stories giving ideas of the customs

and manner of living. Believing that it is of far greater importance to get ideas into a child's life than to get facts, we give time to these studies, teaching the physical difficulties and benefits imposed by rivers, deserts, lakes, mountains, forests and plains, this is made clear by maps and drawings. Customs of dress, hand-work and the manner of securing a living are freely discussed. From these stories we take up the story of Columbus, bringing out the ideas of the shape and size of the earth and that this idea had been taught years before, bringing this to the point of Columbus sailing and tracing on the maps his voyages. This is followed by the discoveries of Spanish, French, English and Dutch, this is interspersed with stories of Spanish, English, French and Dutch life, all the time making free use of pictures, maps and blackboard sketches.

The sixth year will review the early explorations, placing emphasis upon the conditions in England. A study of the Cabots in a short story. A study of Magellan, Cortez, De Soto, Coronado, Drake through story, reference books and the use of maps. Contiuing by making a study of Indian life, manners and customs. From the Indian life we pass on to Colonial life, manners and customs, developing the geographical conditions.

In the seventh year the study of the development of the Colonies, the strife with England and the development of the constitution.

The eighth year completing American history, leading to the political, social and economic conditions.

*Reference Books for Teachers.*

**Grades 1, 2, 3, 4.**

Story of the American Indian, E. S. Brooks.
American Indians, Frederick Starr Jardon.
Wigwam Stories, Mary C. Judd.
Little people of the Snow, Myer.
The Frozen North, Edith Horton.
When the World was Young, E. V. Brown.
Wandering Heroes, Lillian Price.
Colonial Children (Source Reader No. I), Hart.
Life of George Washington, Scudder.
Child Life in Many Lands, Blaisdell.

Biographical stories, Columbus, Captain John Smith, Franklin, Edison.

The Pilgrims in Their Three Homes, Wm. S. Griffis.

Brave Little Holland, W. S. Griffis.

Hans Brinker, Mary Mapes Dodge.

**Grades 5, 6, 7, 8.**

Graded Course in History, Kemp.

Stories of the Olden Time. Myths, legends, and historical tales.

Old Stories of the East, Baldwin.

Customs and Fashions of Old New England, Alice Morse Earle.

Child Life in Colonial Days, Alice Morse Earle.

Home Life in the Colonies, Alice Morse Earle.

From the Old World to the New, Marguerite I. Dickson.

The Story of the English, Gueber.

Stories of Old France, Pitman.

The Story of the Christians and Moors of Spain.

American History as Told by Contempories, Hart.

Hart's Source Book.

Household History, United States, Eggleston.

Historians History of the World.

# French in the Grades

That French is taught in the Elementary School with success, is well known. It is no longer an experiment. The work in the kindergarten and the first four years proceeds through games and songs and conversation. Little or no English is spoken during the recitation and care is taken not to teach names of things merely and stilted forms of expression, but instead, words and groups of words and sentences connected with the child's experiences, given in such a way as to develop a habit of thinking in French.

The fourth grade begins a French Primer the last part of the year and the work continues through conversation, picture books and elementary readings through the upper grades.

French books of interest to the children:
Livre Des Enfants, Paul Bercy.
Mon Premier, Tour du Monde, Hachette.
Mon Premier, Alphabet, C. Hachette.
Mon Historie de France, Hachette.
Mon Historie Naturelle, Hachette.
Japprends a Campter, Hachette.
Un, Deux, Trois, Hachette.

# Music

### Kindergarten.

Rote songs with attention to expression, smoothness of tone and position of body.

Games and devices for recognition and production of tone.

### Grades 1, 2, 3.

Continue work of Kindergarten. Recognition and production of tones on scale. Some idea of different keys. Rote singinf, 2 songs a month.

### Grades 4, 5, 6, 7, 8.

Begin vocal drills and scale practice; oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm, songs for one and two voices; Rote songs; Charts B and C. Educational Music Course.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Books I and II, Smith—Bradley. Songs of the Child World, Books I and II, Gaynor—Church. Songs of Lift and Nature, Smith—Silver, Burdette & Co.

Children of Training Department in School Garden

# Kindergarten

Froebel started the first Kindergarten in 1840, in Germany, and twenty years later the first attempt was made in this country. But the new movement was such an innovation on the old educational systems that it had only a precarious existence up to about 1890. Since then its growth has been rapid and its influence far-reaching.

The development of the Kindergarten, in its present achievements, in its promise, and especially in its tendtncy to infuse its spirit into every department of learning, is recognized as the most important educational departure of the past hundred years.

The broad culture obtained by a thorough kindergarten training is coming to be valued for itself alone. There is no other field of study where young women can get so good a preparation for the varied duties of life, even when not expecting to take up the work as an avocation. It develops the best that is in them and fits them for the highest of all professions, that of motherhood.

## Kindergarten Course—One Year

### First Term. (20 Weeks.)

Philosophy of Kindergarten.
Froebel's Gifts. *
Froebel's Occupations.
Froebel's Mother Play.
Kindergarten Games.
Programmes.

### Second Term. (20 Weeks.

Songs.
Relation of the Kindergarten to the Home and Public School
Handwork.
Observation and Practice.
Literature and Art in the Kindergarten.

*—Persons who have not completed Professional Course; also High School graduates with addition of Psychology, Child Study, Pedagogy and History of Education.

# Senior Class

Amos, Clay D.....Fairmont
Amos, Curt E.....Fairmont
Bartlett, Howard.....Fairmont
Conaway, Ernest.....Enterprise
Cox, Nell Hazel.....Fairmont
Dadisman, A. J.....Grafton
Davis, Ella C.....Clarksburg
Hakwer, Homer.....Shinnston
Jacobs, Edna May.....Fairmont
Kennedy, Edward.....Boothsville
Kennedy, James.....Fairmont
Kincade, Cora E.....Fairmont
Knight, Dena.....Fairmont
Martin, Cullen G.....Clarksburg
McCombs, Effie.....Wheeling
McConnell, Nell M.....Sherrard
McKinney, John C.....Fairmont
McCuskey, Ora M.....Cameron
Redic, Lillie B.....Fairmont
Reed, R. Sidney.....Boothsville
Reeves, Roscoe.....Fairmont
Reinheimer, Malvin.....Fairmont
Satterfield, Russell L.....Fairmont
Shurtleff, Oliver.....Fairmont
Smith, Frank.....Fairmont

# Students

Abbott, Mary Virginia.....Fairmont
Adams, Clara W.....Aurora
Ammons, Minnie D.....Mannington
Ammons, Nelle Opal.....Mannington
Amos, H. Fay.....Rivesville
Ash, Hazel.....Watson
Ash, Ray.....Ashley

Ash, Russell Vane ---------- Metz
Atha, Vallah D ---------- Fairmont
Ayer, Perie B ---------- Grafton

Barnes, Frank ---------- Benton Ferry
Barnes, Herbert Spencer ---------- Benton Ferry
Barnes, Mary Madge ---------- Fairmont
Barbe, Georgia L ---------- Jane Lew
Bartholow, Madge ---------- Fairmont
Bartlett, Clara Sinsel ---------- Grafton
Bartlett, Ethel J ---------- Grafton
Beeghley, Cora L ---------- Jane Lew
Bent, Leo C ---------- Bridgeport
Bice, Grover ---------- Monongah
Billingslea, Lucy Ethel ---------- Fairmont
Bishop, Kathleen M ---------- Fairmont
Bishop, Lona L ---------- Albrights
Blocher, Marx W ---------- Fairmont
Bock, John L ---------- Farmington
Boggs, Lucy Irene ---------- Fairmont
Boyer, Mary Helen ---------- Fairmont
Boyers, Darla Kathryn ---------- Fairmont
Boyles, Mellville P ---------- Philippi
Brand, Pearl B ---------- Fairmont
Brooke, Harry ---------- Bridgeport
Bowser, Wayne W ---------- Fink
Brown, Genevra ---------- St. Clara
Brown, Laura ---------- St. Clara
Bruffy, Georgia E ---------- Roanoke
Bunner, Pleasant Marie ---------- Gould
Butcher, Opal ---------- Fairmont
Byer, Bessie Sophia ---------- Fairmont
Byer, Eunice Marie ---------- Fairmont

Carder, Fred H ---------- Grafton
Carder, Nora Belle ---------- Catawba
Carpenter, Lillie O ---------- Fairmont
Carpenter, Oliver ---------- Fairmont
Carrico, Jessie E ---------- Rowlesburg
Carter, Carl ---------- Catawba
Cather, Jessie Lea ---------- Fairmont

Chalfant, Blanche ---------- Shinnston
Clayton, Bertha ---------- Toll Gate
Clayton, Cora ---------- Fairmont
Clayton, Edna B ---------- Fairmont
Clayton, Leda ---------- Toll Gate
Conaway, Dora Belle ---------- Fairmont
Conaway, Gertrude ---------- Barrackville
Conaway, J. L ---------- Barrackville
Coffman, Georgia Lee ---------- Grafton
Cook, Ella ---------- Cameron
Corbin, Homer ---------- Catawba
Crowe, Blanche H ---------- Fairmont
Cunningham, Harry F ---------- Rivesville

Dadisman, Minnie ---------- Grafton
Davis, Ella G ---------- Fairmont
Davis, Minta E ---------- Fairmont
Davis, James E ---------- Farmington
Davis, Pearl G ---------- Cameron
Davis, Winnie K ---------- Fairmont
Deegan, Fannie ---------- Fairmont
DeGarmo, Evalyn ---------- Wadestown
Donham, Asia M ---------- Fairmont
Donlin, William R ---------- Monogah
Droppleman, Ella B ---------- St. Clara
Elliot, Vevia ---------- Parkersburg
Evans, Carrie E ---------- Slate

Fast, Mary ---------- Grafton
Fear, Ethel ---------- Fairmont
Ferrell, Agnes B ---------- Scottdale
Fetty, Lulu B ---------- Hagans
Findley, Luceba ---------- Hagans
Fiser, Ethel G ---------- Fairmont
Fiser, Pearle ---------- Fairmont
Fitch, Louise ---------- Fairmont
Flaherty, Ann L ---------- Monongah
Fleming, Guy B ---------- Fairmont
Ford, John E ---------- Fairmont
Fortney, Hugh ---------- Lumberport
Founds, Wm. G ---------- Lone Tree

Senior Class
(Four absent.)

Fox, Ula B.----------Monongah
Frazier, Mary E.----------Newburg
Freeman, Lola Belle ----------Grafton
Freeman, Oscar E.----------Fairmont
Furman, Henry R.----------Mooresville
Gamsjager, Frank W.----------New Milton
Gaskins, Leola E.----------Fairmont
Garner, Beulah E.----------Fairmont
Gordon, Murrell ----------Grafton
Greene, Harry H.----------Bridgeport
Gregory, Alfred----------Webster Springs
Hale, Jesse ----------Halleck
Hall, Daisy ----------Philippi
Hall, F. Glen----------Pullman
Hamilton, Goldie F.----------Fairmont
Hamilton, Lena ----------Fairmont
Hardesty, Mayme ----------Shinnston
Harper, Nella J.----------Rock Cave
Harshbarger, Jennie L.----------Anderson
Hastings, Lynn----------Cheat Haven
Hatfield, Arla E.----------Fairmont
Haught, Maude L.----------Amos
Hays, John J.----------Fairmont
Hays, Oscar E.----------Mannington
Hendrickson, Leona ----------Mannington
Hess, Cora E.----------Worthington
Henry, Agnes L.----------Worthington
Hess, John H.----------Worthington
Hibbs, Ethel ----------Fairmont
Hill, Lee ----------Fairmont
Hinzman, Della ----------Camden
Hinzman, Jay ----------Weston
Hixenbaugh, Alta ----------Hundred
Holbert, Isabel ----------Bowlby
Holbert, Peter ----------Mannington
Holle, Retta R.----------St. Clara
Holt, Hazel A.----------Fairmont
Hood, Hazel H.----------Fairmont
Hood, Hazel H.----------Fairmont

Hostler, Lillian ---------- Watson
Hough, Katherine ---------- Fairmont
Hoult, Golden ---------- Hoult
Howard, Cora E. ---------- Hundred
Hurst, Julia A. ---------- Wolf Summit
Ice, Bettie ---------- Barrackville
Ice, Hurshel ---------- Worthington
Ice, John R. ---------- Mannington
James, Bessie O. ---------- Hundred
Jamison, Jesse W. ---------- Fairmont
Joe, Augustena ---------- Fairmont
Johns, Ruth E. ---------- Fairmont
Jones, Albert F. ---------- Catawba
Jones, Mayme F. ---------- Berlin
Jones, Oral J. ---------- Grafton
Johnson, Carrie B. ---------- Warren, Pa.
Keck, Martie E. ---------- Amos
Keister, Gertrude V. ---------- Upper Tract
Kiddy, Blanche ---------- Sago
Kincade, Stelle M. ---------- Fairmont
Kinkead, Elbert L. ---------- Fairmont
Kline, Darrell ---------- Monongah
Kline, Harry ---------- Monongah
Knapp, Ulysses A. ---------- Fairmont
Koon, Cline M. ---------- Monongah
Koon, Wayne ---------- Monongah
Kyle, Lucy ---------- Monongah
Kyle, Maggie ---------- Monongah
Lanham, James ---------- Watson
Lantz, Nellie P. ---------- Fairmont
Larew, Ivy Raye ---------- Fairmont
Lawson, Carl S. ---------- Bridgeport
Lawson, Willa B. ---------- Bridgeport
Lawson, Ottie R. ---------- Weston
Layman, Ellen ---------- Fairmont
Layman, Walter ---------- Fairmont
Lemley, Fred ---------- Burton
Lemley, Lena ---------- Core
Linder, Bertha ---------- Hurst

Linder, Lucy ---------- Hurst
Linger, Mona L. ---------- Roanoke
Linger, C. M. ---------- Roanoke
Little, Elsie D. ---------- Watson

Majot, Emile ---------- Fairmont
Manley, Percy ---------- Monongah
Manley, Ruth ---------- Monongah
Martin, Grace ---------- Mannington
Martin, Harry J. ---------- Irona
Martin, Glenn ---------- Shinnston
Mason, Flossie ---------- Grafton
Matthew, May ---------- Independence
Matthew, N. G. ---------- Independence
Mauzy, Franklin ---------- Rexrode

McBride, Edna ---------- Fink
McCallister, W. A. ---------- Alpena
McCool, Katherine ---------- Fairmont
McDaniel, Willa M. ---------- Shinnston
McDaniel, Frank L. ---------- Shinnston
McKinney, Matilda ---------- Fairmont
Means, Bessie ---------- Fink
Merrifield, Grace ---------- Fairmont
Merrifield, Iva M. ---------- Fairmont
Merrifield, Ruth ---------- Fairmont
Michael, Oliver P. ---------- Hagans
Miles, Bertha ---------- Ivanhoe
Miller, Hanson C. ---------- Grafton
Minnear, Thos. E. ---------- Worthington
Moore, Lloyd E. ---------- Barrackville
Moran, Leroy ---------- Grafton
Moran, Mattie ---------- Fairmont
Morgan, Brooks F. ---------- Fairmont
Morgan, Icie C. ---------- Colfax
Morris, Frank ---------- Mt. Morris, Pa.
Morrow, Ethel B. ---------- Bridgeport
Morrow, Lucy R. ---------- Fairmont
Moyers, Kennie R. ---------- Cave
Murray, C. Basil ---------- Farmington
Murphy, Irene ---------- Beall's Mills

Murphy, James ---------- Beall's Mills
Murphy, Winifriede ---------- Fairmont
Musgrove, Grover C. ---------- Bunners
Myers, Benjamin ---------- Core
Myers, Lillian L. ---------- Monongah
Nay, F. Wayne ---------- Fairmont
Nay, Marie V. ---------- Fairmont
Nelson, Roy ---------- Independence
Nixon, Margaret L. ---------- Watson
Nuzum, Ida B. ---------- Bridgeport
Nuzum, Osha ---------- Watson
Nutter, Oscar H. ---------- Flemington
O'Day, Grace Lucile ---------- Fairmont
Parker, Alice ---------- Reedy
Parker, Homer C. ---------- Fairmont
Parker, H. Wilber ---------- Fairmont
Parrack, Cecil A. ---------- Terra Alta
Parrish, Chessie ---------- Wallace
Parrish, Kate ---------- Mannington
Patterson, Wm. B. ---------- Gormania
Peters, Alvis ---------- Fairmont
Peters, Elisie M. ---------- Fairmont
Phillips, Russell ---------- Fairmont
Prickett, Evelyn ---------- Montana Mines
Powell, Mary B. ---------- Fairmont
Provance, Eva ---------- Watson
Queen, Emery C. ---------- Buckhannon
Queen, H. M. ---------- Buckhannon
Queen, Irma D. ---------- Mt. Clare
Quinn, Albert W. ---------- Fairmont
Radcliffe, Beppie ---------- Mt. Clare
Ramsburg, Mamie ---------- Weston
Rector, Clara Louise ---------- Grafton
Rector, Martha D. ---------- Grafton
Reed, Boyd ---------- Boothesville
Rich, Stanely ---------- Fairmont
Richards, Edwin ---------- Shinnston
Richards, Mabel O. ---------- Fairmont
Richards, Margaret D. ---------- Fairmont

Rinehart, Mamie---Watson
Robinson, Grace G.---Fairmont
Robinson, Gertrude F.---Lumberport
Robinson, Lutie Inez---Lumberport
Rogers, Elvessa---Bunners
Rogers, Fred---Grafton
Rogers, Wm. J.---Grafton
Rohrbaugh, Lilian---Fairmont
Romine, James E.---West Milford
Rose, Frances D.---Mannington
Russell, Aaron---Fairmont

Sanders, Ada M.---Hammond
Satterfield, Arlena W.---Fairmont
Satterfield, Lonnie---Fairmont
Satterfield, Claudia---Fairmont
Satterfield, Lucy B.---Fairmont
Scherf, Mariam---Fairmont
Scott, Harry V.---Fairmont
Scranage, Emma L.---Grafton
Severin, Agnes M.---St. Clara
Shearer, Lawrence L.---Alum Bridge
Shelby, Sara---Morgantown
Shillingburg, Inez---Gormania
Shinn, Howard H.---Enterprise
Smith, Bessie---Fairmont
Smith, Dawn---Fairmont
Smith, Herbert L.---Fairmont
Smith, Lucy Olive---Sedalia
Smith, Lulu Bessie---Fairmont
Smith, Preston---Sedalia
Smith, Rosa Virginia---Fairmont
Smythe, Edna L.---Sedalia
Snider, Helen Grace---Watson
Snider, Otis R.---Watson
Southern, Virginia M.---Monongah
Spaur, Green---Weston
Stafford, Odessa---Cheat Haven, Pa.
Staggers, Margaret S.---Fairmont
Stalnaker, Gideon---Philippi

Stansberry, Delpha ---------- Ivy
Stephens, Evans C. ---------- Mooresville
Stephenson, Willa L. ---------- Weston
Stephenson, Opal ---------- Weston
Story, Harrison H. ---------- Amos
Stockdale, Chas. E. ---------- Burton
Stout, Bernice G. ---------- Bridgeport
Stout, Nelle ---------- Bridgeport
Straight, Ora ---------- Rivesville
Straight, Ella Lee ---------- Lowesville
Straight, Georgia O. ---------- Fairmont
Straight, Roy ---------- Watson
Sturm, Chas. R. ---------- Watson
Sturm, Clarence ---------- Enterprise
Sturm, Felix ---------- Viropa
Sturm, Ira ---------- Worthington
Sturm, Willa Gail ---------- Farmington
Sweeney, Miles M. ---------- Freemansburg
Swiger, Mabel ---------- Monongah
Swisher, Julia ---------- Fairmont

Taylor, Mattie ---------- Bridgeport
Tennant, Georgia Dee ---------- Amos
Tenant, Jettie P. ---------- Amos
Tetrick, Lloyd ---------- Worthington
Tetrick, Lucia B. ---------- Worthington
Thacker, Ethel ---------- Fairmont
Thomas, Blanche L. ---------- Fairmont
Thomas, Bessie ---------- Mannington
Thompson, William C. ---------- Berkeley Springs
Thompson, Zella ---------- Shinnston
Toothman, Albert ---------- Mannington
Toothman, Glenn ---------- Beechwood
Toothman, Homer C. ---------- Mannington
Toothman, John M. ---------- Farmington
Traugh, Orpha ---------- Watson
Turner, James E. ---------- Fairmont
Tuttle, Helen ---------- Fairmont

VanDevender, Mary ---------- Spencer
VanDevender, Ruby ---------- Spencer

VanDyne, Hettie----------New Martinsville
Vincent, Mamie A.----------Watson
Waller, Ethid----------Flemington
West, Laura M.----------Fairmont
White, Daisy F.----------St. Cloud
Willfong, Florence B.----------Opekiska
Wilson, Bertha----------Watson
Wilson, Fred E.----------Amos
Wilson, Lena----------Philippi
Wilson, Nellie Grace----------Fairmont
Wilson, Oscar L.----------Amos
Wilson, Russell J.----------Amos
Wright, Edna----------Mooresville
Wright, Lona----------Mooresville
Yost, Janie R.----------Fairmont
Yost, Lena----------Monogah
Yost, Willie D.----------Amos
Zeek, Miriam----------Kilarm

Total, 362.

## Piano Pupils.

Brand, Pearl
Billingslea, Jean
Boggs, Lucy
Bainbridge, Lydia
Clark, Maude
Curran, Anna
Cole, Naoni
Clayton, Edna
Cather, Jessie
Donham, Mildred
Eaton, Jean
Flaherty, Anna
Frey, Hazel
Frey, Edith
Gaskins, Edna
Hildebrand, Daisy
Hamilton, Edna
Hamilton, Ruth
Hamilton, Lena
Heffner, Naomi
Harshbarger, Jennie
Hearst, Julia
Hood, Hazel
Haught, Maude
Hess, Cora
Ice, Bird
Ice, Edith
Irvin, Geo.
Klaw, Edith
Lynn, Marie
Miller, Ruth
Miller, Edna
Morris, Nellie
Morhan, Artha
Michael, O. J.
Orr, Bonnie

Phillips, Ruth
Powell, Nellie
Hall, Daisy
Shinn, Frankie
Shaw, Helen
Shaw, Mary
Swisher, Nena
Smith, Bessie
Southern, Virginia
Smith, Olive
Swiger, Mabel
Sharp, Opal
Conaway, Gertrude
Ruckman, Lucile
Rex, Clawson
Righter, Willa
Reeves, Opal
Toothman, Glenn
Talkington, Ada
VanDine, Hettie
Wyer, Mrs. Curtis
Wyle, Bertha
Yeager, Vera
Zeek, Miriam

**Choral Club.**

Jacobs, Edna
Knight, Dena
Redic, Lily
Harshbarger, Jennie
Kincade, Cora
Gaskins, Ethel
Satterfield, Arlena
McKinney, Matilda
Parish, Chessie
Davis, Pearl
Swiger, Mabel
Toothman, Glenn
Toothman, John
Lanham, J. G.
Peters, Alvis
Manley, Percy
Jones, O. J.
Dadisman, A. J.

**Voice Pupils.**

Kincade, Cora
Robinson, Gertrude
Rightmire, Mrs. W. E.
Dowden, Dr. James
Jamison, N. E.
Hill, Clyde
Hall, Robert
Cole, W. L.
Johnson, Carrie

**Vocal Class.**

Ayer, Pierre
Cook, Ella
Cather, Jessie
Davis, Pearl
Gaskins, Ethel
Hess, Cora
Keck, Martie
McKinney, Matilda
Kincade, Cora
Swiger, Mabel
Snider, Grace
Powell, Mary

VanDine, Hettie
Hess, W.
Kennedy, Ed
Jones, Oral
Dadisman, A. J.
Lanham, J. G.
Toothman, J. W.
Toothman, Glenn
Reed, Sidney
Manley, Percy

Total in Music Department, 109.

**Names of Pupils Enrolled in the Elementary School of the Training Department.**

**Kindergarten.**

Conaway, Harrison
Durrett, Eleanor
Durrett, Edith
Gilmore, Elvira
Gilliger, Meta
Gilpen, Loyal
Howard, Mary Katherine
Hartley, Forest
Hutchinson, Robert
Imel, Samuel
Jenkins, Doris
LeeMasters, Marjory
Lough, Lucile
Lehman, William
Mayers, George Hamilton
Odbert, Dorothy
Robb, Helen
Rock, Samuel
Race, John
Stephens, Louis
Tetrick, Irene
Treat, Frederick
Treat, Milo
Watson, Sylvanus
Watson, Robert

**Grade 1.**

Abbott, Kenneth
Deegan, Leonard
Durrett, Edith
Furbee, Naomi
Haas, Marjory
Hennen, Wilbur
Pool, Helen
Randall, Marshaline
Stevens, Richard
Thompson, George
Deegan, Virginia
Danner, Fred
Fleming, Joseph
Gilkeson, Leah
Holt, Morgan
Knight, Albert
Pedicord, Eleanor
Smoot, Betha
Showalter, Louise
Watson, Fay

**Grade 2.**

Cook, John
Kelley, Albert
Miller, Hester
Miller, Catherine

**Grade 3.**

Broh, Doris
Cook, Virginia
Kelley, Lucy
Wyle, Bertha

**Grade 4.**

Dowden, Florence
Eaton, Jean
Hartman, Edith
Hartley, Kearsley
Stevens, Edwin

**Grade 5.**

Abbott, Dorsey
Hamilton, Herbert

**Grade 6.**

Zeek, Miriam

**Grade 7.**

Turner, Dot
Hamilton, Hershel
Holman, Oris
Weatherwax, Arthur

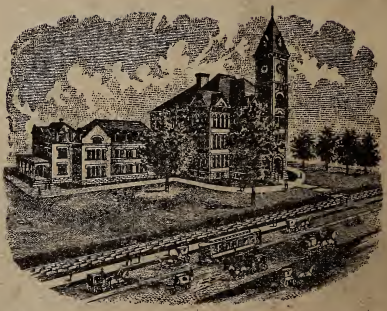
**Grade 8.**

Brown, Jennie
Bowser, Wayne
Droppleman, Ella
Carder, Belle
Linder, Lucy
McBride, Edna
Means, Bessie
Southern, Virginia
Southern, Delphia
Morgan, Icy
Moran, Mattie
Bice, Grover

Total in Training Department, 77.

SUMMARY.

| | |
|---|---|
| Seniors | 25 |
| Sub-Seniors | 337 |
| Students in Music Department | 109 |
| Students in Expression | 115 |
| Students in Training School | 77 |
| Total of students having special work under Normal teachers | 301 |
| Names counted more than once | 162 |
| Total of students enrolled only with the teachers in Music, Epression, and Training School | 139 |
| Total number of different students enrolled in all departments | 501 |



PRESS OF
WHEELING NEWS
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# *Fairmont State Normal School*

# BULLETIN

Series Four Number Four

## Catalogue Number
## July, 1909

ISSUED QUARTERLY

Entered August 3, 1904, at Fairmont, W. Va., as Second Class Matter, under Act of Congress of July 16, 1894 ¶ Published by the West Virginia State Normal School at Fairmont, West Virginia ¶ ¶ ¶

# Fairmont State Normal School

# Bulletin

JULY, 1909

Catalogue for the Year Beginning September 8, 1908
and Ending June 15, 1909

Announcement for the Year Beginning
September 8, 1909, and Ending
June 15, 1910

FORTIETH CATALOGUE

Normal Buildings

# Announcement 1909-1910

Registration Day, Tuesday, September 14, 1909.

Examination Day (for higher standing), September 15, 1909.

Fall Term Begins Wednesday, September 15, 1909.

Training School Opens September 20, 1909.

Thanksgiving Recess, Wednesday evening, November 24, to Monday, November 29, 1909.

Fall Term Closes Wednesday, December 22, 1909.

Winter Term Begins Wednesday, January 5, 1910.

Washington's Birthday, February 22, 1910.

Winter Term Ends Friday, March 25, 1910.

Spring Term Begins Tuesday, March 29, 1910.

Annual Sermon to School, June 12, 1910.

Commencement, June 14, 1910.

Summer Term Begins Thursday, June 16, 1910.

Fall Term Begins Wednesday, September 14, 1910.

# Board of Regents

Hon. Morris P. Shawkey, *State Superintendent of Free Schools and President of the Board*

Hon. M. C. Lough - - - - - - - - - - *Fairmont*
Hon. George S. Laidley - - - - *Charleston*
Hon. John B. Finley - - - - *Parkersburg*
Hon. G. A. Northcott - - - *Huntington*

EXECUTIVE COMMITTEE.

Dr. J. H. Brownfield, *Chairman.*
Joseph E. Sands, Esq., *Secretary and Treasurer.*
W. Scott Meredith, Esq.

PRESIDENT.

Chas. J. C. Bennett.

FIRST ASSISTANT.

C. L. Stookseerry.

PRECEPTRESS OF WOMAN'S HALL.

Miss Garnet Rea.

LIBRARIAN.

Miss. L. R. Morrow.

JANITOR.

David Glasscock.

FINANCIAL AGENT OF WOMAN'S HALL.

Guy Mathews.

# Faculty 1909-1910

CHAS J. C. BENNETT, A.M., Ph.D.----------*President*

A.B. University of Nashville, '89; A.M. ibid, 1892; student W. V. U., 1890-1892; A.M. Leland Stanford, Jr., University, 1896; student in Chicago University winter and spring 1901; Ph.D., Columbia University; instructor in Wesleyan College, Buckhannon, 1892-'95; principal Palo Alto High School, 1897-8; instructor in Psychology, State Normal School, San Jose, Cal., 1898-1904; instructor in Philosophy and Education, Louisiana State University, 1905-1907; present position since 1907.

CARL LEROY STOOKSBERRY, A.B., A.M.----------
*Ancient Classics*

Student N. E. O. Normal College, Canfield, Ohio, '99-'01; teacher Public Schools of Ohio, five years; Supt. of Schools, Petersburg, Ohio, 1904-1905; A.B. Mt. Union College, Alliance, O., 1906; Asst. Latin, M. U. C., 1906; Supt, of Schools, Mogadore, O., 1906-1907; A.M. Harvard University, 1908; Member of Harvard Classical Club, Member of Classical Association of Middle West State Normal School, Emporia, Kan., '90-'91; also summer '98; K. G. diploma, '91; Drake University, Des Moines, Ia., '92-'93-'97, and South; First Assistant in F. S. N. S. since 1908.

MONTANA HASTINGS--*Superintendent Training Department*

diploma, '97; Chicago University, Summer Schools, 1900-1901; Columbia University, Summer Schools, 1902-1903; 1905, regular session 1½ years, 1905-1906, A.B., 1909; primary teacher, 1897-1900, Des Moines, Ia.; Asst. Supt of Schools Joplin, Mo., 3 years, 1900-1903; head of Training Department State Normal School, Kirksville, Mo., 1903-1905; head of Training Department, Fairmont State Normal School, 1907—

E. E. MERCER, A.B.----------*Mathematics*

A.B., University of Nashville, 1891; teacher in Waco College, Waco, Texas, 1892-1893; Prin. of Schools, Berkeley Springs, W. Va., 1893-1895; Teacher in F. S. N. S., 1895-1899; Prin. Fairmont High School, 1899-1901; Teacher in Mathematics F. S. N. S., 1901; Student Harvard Summer School, summer of 1904-1906; spent summer of 1907 in Europe.

MRS. N. R. C. MORROW, M.E.L.------*History and English*

M.E.L. Beaver College, Pa., 1880; Taught New Cumberland Public Schools, 1880-1882; Taught F. S. N. S., 1882-1890, Asst. Prin. 1884-1889, Acting Prin., 1889-1890; spent summer of 1888 in Germany; summer of 1890 in Great Britain and Germany; Pres. West Virginia W. C. T. U. and platform speaker, 1894-1904; Pres. local W. C. T. U., 1887-1907; Pres. Fairmont Public Library Assn. since 1892; Student at the W. V. U. Summer, 1906; Student Columbia University Summer, 1907; Editor White Ribbon, '86-'03; present position, 1906—

HAROLD FRANTZ ROGERS, A.B., A.M.----*Natural Science*

A.B., W. V. U., '02; Teacher of Science, F. S. N. S., 1903-1904; Glenville Normal School, 1904-1906; A.M., Harvard University, 1908; Member of American Chemical Society.

ELIZABETH MATTINGLY STALNAKER, A.B.----
*German and French*

A.B., West Virginia Univ., 1902; Instructor History and French, Shepherd College, 1902-1903; Instructor Modern Languages, Shepherd College, 1903-1907; Student, Columbia University, Summer 1904; Travel and Study in Europe, Summer 1906; Student, Alliance Francaise and Cours Delaruemenil, Nogue, Paris, Summer 1907; present position since 1907—

LAURA FRANCES LEWIS, A.B.---------*Assistant in English*

Graduate, F. S. N. S., 1898; Teacher in Mannington Public Schools, 1898-'01; Teacher in Fairmont High School, 1902-1904; Teacher in Shepherd College Normal School, 1907-1908.

IDA MARGARET ABBOTT_____*Assistant in History*

Graduate State Normal School; Teacher in Public Schools, Fairmont, 1883-1885; Teacher in Grafton Schools, 1885-1894; Fairmont in Public Schools and Private Work, 1894-1901; State Normal School, Fairmont, 1901-1908; Student Summer School, Chicago University, 1907; Correspondence work in Chicago University.

ANN REYNOLDS AUSTIN, A. B._____
*Assistant in Training School*

Teacher in High School, Louisburg, W. Va.; Presiding Teacher, Rogersville College, Tenn., 1904-1905; A.B., W. V. U., 1906; Principal of Kindergarten, Louisburg, 1901-1904; Teacher in West Liberty Normal School, 1907-1908.

MAYNIE WARE _____*Expression*

Graduate, Huntington High School; Graduate, Emerson College of Oratory, Boston; Has done considerable public reading; Teacher Marshall College, 1900-1905; Taught 2 years in the F. S. N. S., 1906-1908.

AMY L. RIDGELY_____*Art*

Graduate and Post-Graduate of Maryland Institute, Baltimore, Md., 1906; Teachers' College, summer of 1907, New York University; Teacher of Normal School, Fairmont, W. Va., 1906.

W. A. BEER, M.E.D., A.M._____*Sociology and Economics*

Teacher in English, Soule College, New Orleans, 1880-1881; State Normal School, Slippery Rock, Pa., 1889-1890; Supt. Clarion County, Pa., 1893-'02; District Supt. Sardis District, Harrison County, W. Va., 1908.

GARNET GREENE REA_____*Kindergarten*

Graduate of Teachers' College, Indianapolis, Ind.

SARAH ELIZABETH MEREDITH_____

Graduated from F. S. N. S., 1889; Spent one year in Adrian College, Mich.; Graduated C. L. S. C., 1897; Teacher in High School, Fairmont, 1891-1902; Teacher in Arizona Public Schools, 1903-1905; Teacher in State Normal School, Athens, Spring 1906-1907; Teacher in State Normal School, West Liberty, 1907-1908.

E. H. HENDERSON_____*Stringed Instruments*

NELLE DONLEY _____*Piano*

Pupil of Johann Blose, Waynesburg Conservatory of Music; Pupil of Russell McMurphy, W. V. U.; Directress, School of Music, Gloster, Miss.

C. B. LEE_____*Teacher of Penmanship*

*SCHOLARSHIP STUDENTS.*

C. B. LEE. EDNA JACOBS. LUCY R. MORROW

*FACULTY COMMITTEES.*

*Classification of New Students,*
MRS. MORROW, MISS ABBOTT and PROF. MERCER.

*English in Training School,*
MISS HASTINGS, MRS. MORROW.

*History in Training School,*
MISS HASTINGS, MISS ABBOTT.

*Science in Training School,*
MISS HASTINGS, PROF. ROGERS.

*Social Committee,*
MISS WARE, MISS STALNAKER.

*Morning Exercises,*
MRS. MORROW, PROF. MERCER.

*Secretary of Faculty,*
PROF. MERCER.

*Household Economics,*
MISS ABBOTT, PROF. ROGERS, MRS. MORROW.

Officers of Athletic Association

Editors of the Mound

# The State Normal Schools

There are six State Normal Schools in West Virginia, viz.: Marshall College, Fairmont State Normal, West Liberty State Normal, Glenville State Normal Shepherds College, and Concord State Normal. These institutions differ in size only. Their courses are exactly the same, being selected by the same Board of Regents, each subject is studied the same length of time in all their schools, the diplomas from one have the same legal worth as from the other. Two of them are called Colleges, but they, as all the others, are simply first rate High Schools (if the Academic courses are in mind) or Normal Schools if reference is made to the teachers' training work. These two institutions were founded in buildings which were formerly used by Colleges and when the State organized them as Normal Schools the old names were retained. This information is given since many young people think they are going to college when they go to the above named schools.

Again under the law all the Normal Schools excepting the one at Huntington are branches of the last named one. This is true only in that *they were established after* it was founded. As was said, they are all equal before the law in the grade of their courses and in the worth of their diplomas. All the Normal Schools have the Academic courses which fit a boy or girl for college, but are in no sense colleges themselves.

### Purposes of the Normal Schools.

The Normal Schools of West Virginia are organized and supported for three purposes—to *provide qualified teachers for the public schools,* and in the second place *to give a good academic education to students preparing for college,* and in the third place to give the opportunity to young men and women who wish to make the best use of their talents and their

time, for business or for culture. The modern conception of education is not a getting ready for complete living hereafter, but it embraces all human life from the cradle to the grave. Hence the period of school life should be filled with the things that are conducive to the highest well-being of every child. Enable him to live as fully and completely now while getting ready for larger and more earnest work in the future. Education completed is the result of growth and development. The child first of all and most of all is an animal whose animal nature is to be so curbed and restrained in part and developed in all that is best that the body shall be able to do, and ready to do effectively whatever an intelligent mind may decide, and a disciplined will command. Education begins with a mother's voice and look, continues throughout the whole of life here, and immeasurably expands in the life to come. School life is real life, the halcyon days of one's existence, in which the ideal life is most swiftly approached. The ideal education that leads to ideal living consists in the symmetrical development and growth of all that is best in the human (repressing the evil by strengthening the good), into the highest being and most efficient doing of which he is capable.

The education that shall help the child to grow is one of thoughtful teaching, wise training and healthful environment. The ideal in education involves more than intellectual brilliancy, or football prowess, or artistic posings, or Websterian voice, or musical symphonies—no one of these nor all of them could make a symmetrical man.

Observe the youth who has caught a vision of the ideal. He moves with speed along the shortest line, the line of least resistance, towards the perfect man. Yet as the asymptote to the curve, in analytical geometry, may forever and ever approach its curve, so the vision of the ideal may forever recede as the youth approaches. Happy indeed is he who has had a vision of his life's ideal, though far distant and unattainable it may seem.

He moves on the line of unending progress toward the infinite. Read what Bishop Spaulding says about this never-ending progress:

"It is a man's chief blessedness that there lie in his nature infinite possibilities of growth. The growth of animals comes

quickly to an end and when they cease to grow, they cease to be joyful; but man, whose bodily development even is slow, is capable of rising to wider knowledge, and purer love through unending ages. Hence, even when he is old—if he has lived for what is great and exalted—his mind is clear, his heart is tender, and his soul is glad. Only those races are noble, only those individuals are worthy who yield without reserve to the power of this impulse to ceaseless progress. Behold how the race from which we have sprung—the Aryan—breaks forth into ever new developments of strength and beauty in Greece, in Italy, in France, in England, in Germany, in America; creating literature, philosophy, science, art; receiving Christian truth, and through its aid rising to diviner heights of wisdom, power, love, and knowledge. And so there are individuals—and they are born to teach and rule—for whom to live is to grow; who, forgetting what they have been and what they are, think ever only of becoming more and more. Their education is never finished; their development is never complete; their work is never done. From victories won they look to other battlefields; from every height of knowledge they peer into the widening nescience; from all achievements and possessions they turn away toward the unapproachable Infinite to whom they are drawn. Walking in the shadow of the too great light of God, they are illumined and they are darkened. This made Newton think his knowledge ignorance; this made St. Paul think his heroic virtue naught. Oh, blessed men, who make us feel that we are of the race of God; who measure and weigh the heavens; who love with boundless love; who toil and are patient; who teach us that workers can wait. They are in love with life; they yearn for fuller life. Life is good, and the highest life is God; and wherever man grows is knowledge, wisdom, strength; in faith, hope, and love; he walks in the way of heaven."

This State Normal School owes its reputation and standing to the character and efficiency of the thousands who for awhile sojourned in its halls, then departed to live the truths they had grasped. It still exists to discover truth and to reveal it to mankind.

Large purposes, as indicated above, belong to Normal Schools in common with all the other good schools. But in the

last few years the purpose as shown in the name "Normal" is coming to the front and now this school is making a specialty of *training teachers for the common schools of the State.* It is to this end that the training school was established. Also the school is a fine High School and as such our graduates are entered well in the State University at Morgantown or any other good colleges.

## History of the Fairmont Normal School.

The Fairmont State Normal School is one of the oldest schools in the State. It was really founded by the citizens of the City of Fairmont in 1865, and is a monument to the intelligence and enterprise of the people in what was then a small town.

The town started the new building, which has now become well known as the "Old Normal," but before it was finished, the State by an act of the Legislature, in 1867, joined with the town in its construction.

This old building, now used as one of the ward schools of Fairmont, was supervised by Dr. Blair, who was principal up to 1878. In it were educated hundreds of West Virginians. Its brightest men and women. Dr. Blair was one of the most scholarly men ever at the head of the Normal and gave the institution such a standing in those early days that it rivaled the University in the number of its students, and the breadth of its instruction. The town of Fairmont used one part of the Normal building as a public school, but with the growth of the town and the school, a separation became necessary. At that time, an iron bridge nearly a hundred feet in height, had been built across Coal Run, thus opening up and connecting with Fairmont, a beautiful tract of rolling country. Through the skillful management of Professor J. Walter Barnes, who was then principal, a goodly-sized piece of land was secured in this new section, and an appropriation of $32,000 secured from the Legislature for the erection of a new building. This amount was increased by $15,000 obtained from the sale of the old Normal to the City.

In February, 1892, at the City of Charleston, the contract was let for the construction of the present Normal building, and

on June 4th the corner-stone was laid by the Masons with imposing ceremonies. On March 27th, 1893, the school formally took possession of the new building, with an interesting program of exercises.

## Buildings and Grounds.

The building is constructed of red brick with stone sills and lintels. It is well proportioned and presents an imposing appearance. It has a frontage of 100 feet, with a depth of 150 feet.

The basement contains gymnasium rooms for ladies and gentlemen, janitor's room, storage rooms, and rooms for the heating apparatus.

The first story contains four recitations room for the teachers of French and German, of Mathematics, of English Language and Literature, of History and Civics, the Physics and Chemistry laboratory, and then a room for the Training School. These comprise the kindergarten room, (the children of the grades) School room, and the lecture room for the Training School teachers.

The second story contains an attractive chapel, which is used for morning exercises and as a daily study hall, the rooms of the teachers of Latin, of the Assistant in English, of the Art teacher, also the Library, the offices of the President and the First Assistant.

The third story contains the large auditorium, one of the most attractive and satisfactory assembly halls in the State. It is capable of seating one thousand people. It is furnished with opera chairs and as one of its ornaments has a Grand Concert piano. Also on the third floor is the private instruction room of our teacher in Instrumental Music, and two large halls for the Mozart and Lyceum Societies.

The building is finished throughout with West Virginia pine and presents a very pleasing effect. The outside steps and platform are Cleveland sandstone with ornate buttresses and trimmings. The entrance to the building from Fairmont avenue is adorned with a handsome vestibule, which contains an ornamental steel ceiling. A Howard clock with dials eight feet in diameter adorns the tower. This elegant edifice is placed upon a most

beautiful location in what is known as the South Side of Fairmont. The grounds, occupying an entire square, have been recently graded and terraced and a splendid stone wall runs the entire length of the grounds along Fairmont avenue, Second street, Gaston avenue and Third street. Many ornamental shade trees and vines, planted years ago, are now grown and give shade and beauty to the Campus. The building is the most complete and commodious single school building in the State. A cut of the complete building and the Woman's Hall may be seen on another page of this catalogue.

## The Woman's Hall.

MISS GARNET REA, *Preceptress.*

The Dormitory, or Woman's Hall, is a beautiful three-story building adjoining the Normal building, containing kitchen, pantry, large dining room—large enough for 44 students and teachers at one time—rooms for the housekeeper and family, seven large rooms for teachers, and 22 rooms for lady students, two in a room, besides parlors and reception halls, also study hall—all rooms finished in oak, and teachers' and students' rooms furnished with substantial furniture—iron beds, springs, mattresses, wardrobe, center table, wash stand and bowl, pillows, two chairs and one rocker. Students who wish to room in the Hall bring pillow cases, sheets, towels, napkins and comfort or blanket.

Board and room only $3.00 to $3.50 a week, according to location of room.

Upon entrance, $2.00 is required, which sum is used to defray expenses incident to the general wear and tear of the Hall. Naturally, this is not refunded.

The Woman's Hall dining room is open to young men as well as young women. They can buy best meal tickets for $3.15 (21 meals.) A large number of the young men take advantage of this privilege, especially those who come in on the trolley.

The Hall is also the social center for students. After meal the students gather in the spacious parlors for conversation, innocent games and music. By the liberality of students and Faculty,

a new piano has been placed in the parlors for the students' enjoyment.

Quite frequently the students of the school have social, literary, and religious meetings in these parlors.

The Hall is not only a place to live, but is intended to be a real place of education, in all those gentle arts and manners that are needed in polite and refined society. On this principle the preceptress is expected to look after the table manners of the seudents, the way they demean themselves to each other, how they keep their rooms, and their observations of the laws of health.

The simple old rule of love and consideration is the only one which is used as the basis of the regulations in the Hall. Where so many are gathered together, with rooms adjoining, and above and below each other, there is the necessity as well as the greatest opportunity of the cultivation of the proper behavior in view of comfort and rights of one's neighbors. So students are expected during study hours (which are from 7:30 to 10:00 P. M.) to refrain from noise in the halls or their own rooms, which would disturb those who wish to study. This has come to mean especially abstaining from talking in the halls, heavy walking, running up and down the stairs, and letting the water run in the bath while the bath room door is open.

Then, from 10:00 P. M. until the rising bell (6:30 A. M.) every one is expected to be quiet enough to allow those who wish to sleep to do so. This is insisted upon, as one noisy person can disturb many people.

The students' consideration is expected to extend also to those in the kitchen who serve them. This means that they will be on time for their meals, will ask for no meals to be carried to the rooms, except in case of sickness, and will return trays to the kitchen.

Our Hall is a home and we wish the girls to take pride in keeping their rooms attractive. To do this students must refrain from scratching matches on the wall, throwing paper and dirt behind the radiators, etc. It is a part of an education to keep the room attractive as well as it should be a part of one's religion not to abuse the property of another. We insist all the way through the Normal that the knowledge of facts, and the discipline in

study are only important phases of your education; equally important are good taste, just and cultivated appreciation, consideration of the welfare and happiness of others.

An inventory of all the things in the student's room is made on her entering it, and she is expected to replace anything which is destroyed by her carelessness.

The money received from students pays only for the food and service, and the daily care of the halls. The State pays for all the rest; namely, heat, light, repairs, furniture, so that the student gets the board at cost and room, light, etc., free. This, again calls for the cultivation of care and economy on the part of each one, as the amount saved thereby goes to increase the comfort of all.

This last point finds opportunity for being exercised in another way. Very much of the work about the Hall is done by girls who are working their way through the Normal. They are our most worthy students, and to make their tasks as light as possible, their hallmates are encouraged to be careful about keeping the hall clean.

The Hall this year was fully equipped with fire escape. One was made into a covered passage way, leading from the second story of the Hall to the Normal building. This facilitates quick passage from class rooms to bed rooms, or one of the parlors for quiet study. Also in rainy weather, it is a great convenience, especially for those not overly strong. It is virtually living in the Normal building.

The building is lighted by natural gas. Two mantles are furnished to each student per term; if they use more than this, they must pay for them. Steam is used to heat the building, so that the halls and rooms are all comfortable.

All three floors are fitted out with bath rooms containing porcelain bath tubs, wash bowls and closets. There is hot and cold water, day and night. This is made possible by an automatic water heater in which the gas is never turned out.

The Hall has the Consolidated telephone, which has connections all over the country, and in the Normal building is the Bell 'phone also.

## Library.

"The true University is a collection of books."—*Carlyle.*

The alumni library, started about twenty years ago by the Alumni Association, formed the nucleus of the present Normal library. Books have been added during the recent years, until now it contains about 5,000 catalogued volumes (this does not include government reports, of which there are over 2,000), and is especially complete in the departments of pedagogy, history, literature and economics.

The use of the library is facilitated by a card catalogue, according to the Dewey decimal system, containing the title of every book, and the name of its author. Great care has been taken in the selection of books, and the use of them made by the students shows that the collection has been well chosen. The number of reference books is unusually large.

On the second floor, near the president's office, is a well-lighted room, which is fitted up for a library and reading room. It is furnished with cases, reading tables and easy chairs.

The library should be the student's intellectual home. When he comes here he should take several hours in going from case to case, and thus familiarize himself with the character of the books in each section. Also he should have a note book in which he notes down the names of books which he hopes to read while here. When the new books are placed on the desk, he should carefully look through the table of contents, notice the authors and decide whether he would wish to read the book later. Too many students come here as they go elsewhere, and simply study the text book, whereas they should remember that a text book furnishes "texts" only, and that the full "sermon" is to be found in the splendid treatises in the library.

Each teacher hands to the library a list of books which the students of his class need for additional reading to his subject.

The library has a large number of the best periodicals. It will be a good thing for the students to look over the contents of all the best ones each month as they come in and read the few articles in each one which appeal to him. But he should select out some first rate worthy newspaper, as the Outlook or Literary

Digest, to read carefully, so that he may keep intelligently abreast of the times. Spending, however, very much time in reading the magazines, especially the stories, is largely a waste; better put the time on a good solid book.

In this note book, the student should list some books which he is going to buy as soon as he is able. It is better to read a few books over and over, and to master them. These should later be bought. But the library enables one to get acquainted with these books beforehand.

"The library may be regarded as the solemn chamber in which a man can take courses of all that have been wise and great and good and glorious amongst the men that have gone before him."—G. Dawson.

## Rules and Regulations.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 8:30 to 12 M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room; when it is returned, the borrower should see that the charge is cancelled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours but at all times when the library is open.

*Magazines are not to be taken from the library during month for which they are issued.*

The student should soon familiarize himself with the card catalogue, by means of which he can readily find if a certain book is in the library, and just where it is.

A fine of three cents a day will be charged for each day over two weeks.

### Current Literature.

Leading articles in the magazines are reported on in the several composition classes, and the students are required to read articles assigned by the teachers. In this way public questions are thoroughly discussed. Current topics in newspapers are also reported from week to week.

### Reading Room.

An excellent reading room is maintained for the school, and many of the leading periodicals are furnished, among which are the following:

Atlantic Monthly, Charities, Country Life in America, Correct English, Current Literature, Book News, Education, Ladies' Home Journal, Primary Teacher, North American Review, Review of Reviews, World's Work, West Virginia School Journal, Normal Instructor, Scribner's Magazine, McClure's, The Outlook, The Harper's Weekly, Collier's Weekly, Saturday Evening Post, The Delineator, Woman's Home Companion, The Educator, Literary Digest, Cosmopolitan, St. Nicholas, Kindergarten, Good Housekeeping.

### Suggestions to New Students.

1. Write the President beforehand that you are coming. Also let him know if possible what train you will come on to Fairmont.

2. When you arrive come straight to the office of the Normal School. Here a list of rooms and boarding places is kept on file and old students are on hand to show new ones a place to live.

3. The office keeps on hand a list of places where one may find board and room, or rooms only, meals being taken in clubs; or of rooms with privileges for cooking.

4. Come expecting some little difficulties in one way or another; this is but a part of life, come expecting to be homesick, this simply shows a good quality of human nature, but

have grit; don't be a "quitter;" shortly things will be adjusted and you will be glad you did not give up so easily.

5. Come expecting to attend the church of your choice. Start the first Sunday and connect yourself with some church home. Feel free to call on the pastor of your church when in any difficulty.

6. Come the *first day*. On that day an effort is made to adjust the schedule so that you will not have two or more subjects which you wish, coming at the same hour. Also the *classes meet the first day;* the recitation period is shortened very considerably but is long enough for the teacher to assign the new lesson, make the roll, etc.

The office is up the first flight of stairs, and to the front, just over the main entrance.

7. Students are requested not to pursue too many studies at one time.

8. Do not endeavor to room very near the building; a little walk will aid you in keeping well.

9. The following suggestions are given to enable new students to matriculate more readily. 1. Pay incidental fee of ($2.00) at General Office and on the first day of school if possible. Old students will pay 50 cents extra if they enroll one day late, and 25 cents for each day thereafter, up to the amount of ($1.50). 2. Leave the enrollment card with the president and with your receipt go to one of the members on classification of new students.

10. Get books from the general office, where they are kept on sale at the hour just before chapel.

11. Present the classification card to your subject teacher that she may put you on her roll. Get her signature opposite the subject she teaches.

12. Retain these cards until you are assigned to a class teacher (one who has charge of and looks after some 20 or 30 students) to whom you will hand this card. It will then be filed in the office. The subject teacher takes the student's name and assigns the lesson and specifies the text book the first day. It is a great error to suppose that coming in late makes no

Officers of the Student-Body Association

difference. You can be taken care of if you come late, but we *begin here* on time. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

13. Come expecting to stay in town on Friday nights and over Sundays. Home going hurts a student's work severely and cuts out large periods of time which he needs for generous reading in the library, essay writing, etc. Also it is very desirable that every student join a literary society whose meeting time is Friday night.

14. *Place the money you have by you for the term's expenses in a bank* and pay off your bills by check. This prevents theft or loss of money and gives you experience with an important business form.

## Suggestions for Choosing Studies.

A student is expected as a rule to follow the regular program of studies in one of the four courses. Variation from the order of studies is permitted to special students, those who do not expect to graduate. All substitutions of elective studies must be approved by the President and recorded on the student's card in the office.

No substitution will be permitted which changes the character of a course. For example, one may not substitute for any of the teacher's work in the Normal course, the French in the Modern Language courses, the Latin in the Classic courses.

No credit is given in the Normal course on previous experience in teaching until after the student has taught in the training school. Then credit may be given.

## Admission.

Any white person of proper moral character having sufficient preparation may be admitted to the school at any time. The age of applicants must be—male, not less than fourteen, and females not less than thirteen years. It is desirable that all students enrolling shall have previously completed the common school course

of study, but arithmetic, physiology and United States History may be taught whenever, in the opinion of the Principal, such may be necessary. The common school course diploma, or a first or second grade uniform certificate will be taken, or the student can pass entrance examination.

Upon entering school, the student will be placed in such class or classes as his attainments and ability warrant. Students desiring to enter the third or fourth year classes will be permitted to do so, provided they can pass a satisfactory examination in all the branches belonging to the preceding year.

### Free Tuition

Tuition is free to all students.

### Other Expenses.

An incidental fee of $2.00 per term is charged. This fee is due at the time of enrollment and must be paid on entering.

A method called "rooming" is very popular here, both with the students and with the families who take boarders. It is this: The student pays so much for the furnished room ($1.00 to $1.50), and for the cooking, he supplying his own provisions. Whatever he provides is cooked, and his room is taken care of by the family as it would be were he boarding. By this method the cost is reckoned at about $2.50 to $2.75 per week, and the only inconvenience is the matter of providing.

Students who desire to board in clubs can reduce expenses to $3.00 per week by practicing economy. Board can be obtained at rates ranging from $3.50 to $4.00 per week, including room, fuel and lights. Those desiring to room alone can usually do so by paying a higher price.

Arrangements for board can be made better after arrival than by correspondence.

## Visitors.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our chapel exercises, which begin at 9 a. m. The school belongs to the State. Our friends show their interest by paying it an occasional visit.

## Religious Organizations.

A Young Men's Bible Class has been organized under the supervision of the International Committee of the Students' Y. M. C. A. The class seeks to cultivate the habit of daily, systematic study of the Bible. Membership is entirely voluntary. All young men of the institution are cordially welcomed. By special invitation the young ladies of the Y. W. C. A. joined the Young Men's Bible Class during the Spring Term of 1908, Rev. J. C. Broomfield serving as teacher. These organizations and this Bible Class have wielded a great influence for good in the school.

At the last city election the saloons were voted out of Fairmont, so that hereafter parents can send their sons to a town without the open and legal temptation of vice. The moral sentiment of the town is high, and will tend to uphold children in the way they should go.

## Emergency Fund.

In addition to the number of students who find some work to do and thus aid themselves, the student's body has created an Emergency Fund, from which money will be loaned to worthy students at a low rate of interest. The character of the student who wishes loan, together with the name of one of his classmates, is the sufficient bond required.

It has been possible to find some work for almost all students who wish it, to enable them to continue in school.

## Credit for Work Done in Other Institutions.

Credit is given on any of the courses in this school for work done in any other creditable school. This does not apply to the Science, especially Physics and Chemistry, unless the school has a laboratory equipment somewhat commensurate with the one in this Normal School.

Some credit, also, is given on Teachers' Certificates where the grade is above 90%.

## Examinations.

In the regular class work the teacher holds no set examinations except for those students who have been absent from recitations eight or more times in a term; such students will be given a special examination, the others are given such tests and reviews as will not extend beyond the regular recitation period. This tends to discourage the cramming which goes on for final examinations, keeps the students in touch all the time with the whole of their past work and necessitates the teacher keeping in close acquaintance all the time with the student's progress. The work begins on the first day of the term and since there are no final examinations, it continues up to the last hour of each term. The periods are fully short as they are and the school endeavors to begin school and not to close before time.

Candidates for graduation are permitted to close their work a few days before commencement.

New students entering the Normal for the first time are usually assigned without examination to such classes as in the judgment of the President and the Assignment Committee they are prepared to pursue. Students who have failed in any branch may take an examination in it the day before the beginning of the next term, if they show that a reasonable amount of study has been put upon it.

For special examinations a charge of $1.00 will be made.

## Summer School.

Our Summer School was a great success. We had the largest school of any of the State schools barring the University. Our Training School had plenty of children in it, and was an attraction to those who wished to go back to their school rooms better teachers.

The faculty for 1909 is C. L. Stooksberry, director, Dr. Maxwell Adams, Prof. A. E. Chrislip, Miss Ida Abbott, Prof. W. A. Beer, and Prof. Lawrence B. Hill.

First, teachers will be given such courses as they usually wish to aid them in taking the regular courses in the Normal School; and, second, in passing the teachers' examination. Any work done in the Summer School will be accredited on a student's course in the Normal, just as if it were taken in any other term.

Miss Hastings had charge of the training department and gave a course of lectures on Education. All of the teachers gave lectures on some phase of the teachers' work, method, administration or theory.

This Summer School is not intended in any sense to be a merely large "Summer Normal" of the type found abroad in the State. Its purpose is to do much more purely professional training while at the same time it gives the facts and knowledge for passing teachers' examinations.

This latter work it ought to do much better than small "Summer Normals," as there are several teachers and each one is largely a specialist in his line. At present a tuition of $5.00 is charged, which gives entrance to all the classes.

The Summer School runs six weeks, and begins two days after the regular commencement. It is to be a regular feature of the Normal.

## Normal Publications.

The Normal School publishes four bulletins a year. In the future most of the numbers will contain results and statements of the work of the Training School and papers on vital school topics by one or more members of the Faculty.

The students run a monthly, "The Fairmont Normal School

Bulletin," which keeps up the history of the old students and graduates and gives current news of the Normal School.

For the first time last year the Student Body brought out a year book, whose purpose is to preserve the pictures of students and familiar scenes about the institution, stories and incidents of the every day school life. It is called "The Mound," and its first editor was Mr. Oliver Shurtleff.

## Sessions of School.

In the Fall and Spring the working hours are from 8:05 A. M. to 12:15 P. M., and from 2 P. M. to 5 P. M. Very few subjects will be taught at the very early and very late periods, in order to accommodate those who come in from a distance. The recitation periods are 45 minutes long, including five minutes for classes to change.

An effort will be made to keep the larger part of the afternoon open for work in the Laboratories and in the library. There is no desire to have a one-session-per-day-school, and both teachers and students are expected to accept work which comes in the afternoon as well as that which comes in the forenoon. However, students are not required to remain in the building when they have no recitations, and so can often get part of the work they wish at the time which permits them to do other work in the town, or to go home early in the day.

## Scholarships.

By an action of the Board of Regents in the fall of 1907, $300 is set aside for three scholarships in this Normal School. They are awarded by the Faculty at the beginning of the year, and are called scholarships in Science, English and Education. Each scholar is expected to do some assistant work in his subject.

The award is made on character, studiousness and ability. Those receiving this award this year are:

C. B. Lee.

L. R. Morrow.

Edna Jacobs

### Scholarships for Graduates of F. S. N. S.

Washington and Lee University, Lexington, Va., worth $50.

The Tulane University of Louisiana, New Orleans.

Graduates of the school can learn all particulars concerning these scholarships by addressing the Principal of the Fairmont Normal School, Fairmont, W. Va.

### Advantages Summarized.

We herewith present a few reasons why the youth of West Virginia, of both sexes, who desire an education that will fit them for business, college or teaching, should attend the Fairmont State Normal School.

1. It is easily accessible.

2. The Normal building is large, commodious, in thorough repair, provided with modern furniture, large blackboard surface, maps, library, lexicons, encyclopedias, physical and chemical apparatus, and musical instruments.

3. The Faculty is composed of teachers from the best schools in the country, who have added to their scholarly qualifications a varied and successful experience in teaching in both common and high grade schools.

4. Good instruction in instrumental music and voice culture is given by the best teachers in the State.

5. In the Department of Elocution and Oratory thorough and systematic work is done by a specialist.

6. The school has an *established reputation,* and points with pride to the more than *five hundred and fifty graduates,* and to the more than *three thousand teachers* who attended one or more terms since its organization but did not graduate, who have been and are engaged in the profession of teaching, besides the many who fill positions of trust and profit in political, business and professional life, to show the place it occupies in the public esteem. *The demand annually made upon the school for teachers is greater than the supply.*

## Moral Culture.

This school is a State institution, and as such is in every respect unsectarian. It esteems sound morality, obedience to truth and virtue, and a courteous regard for the opinions of others as matters of paramount value. Everything that would contaminate the moral character, incur reproach or weaken virtuous habits, is carefully guarded against. There are eleven churches in town, with regular Sabbath services, each having prosperous Sabbath schools, and other Christian organizations. Students are cordially welcomed to these privileges. All students are expected to be present at the chapel exercises of the school each day.

Under this heading comes the use of promptitude, of neatness, of cleanliness, of orderliness, much pressure is placed on the student to make him do these things, not because the school teaches them, but because his Higher Self demands them; to respect his own tastes; to sit in judgment on his own actions; self control in light of intelligent ideals to the purpose; to secure good conduct when no one is around.

Realizing how closely manners and morals are related, and also how closely connected manners are with success in life instruction is given the boys and girls in the proper customs for the church, the street, the train, the table, the library, etc.

The one large thought which is held up as a guide to actions of all sorts, and behind all the rules of the School and the Dormitory, is that all of these make up the religious man or woman, the good man or woman.

There are two distinct religious organizations, which are described: the Y. M. C. A. and the Y. W. C. A.

It is expected that all students properly observe the Sabbath and attend church on that day with some one of the congregations of the town. No immoral, profane or dissipated person can remain a member of the institution. Parents need have no fear in this respect in sending their children to this school.

### Y. M. C. A. Officers.

| | |
|---|---|
| L. A. STARK | *President* |
| C. L. ARMENTROUT | *Vice President* |
| N. G. MATTHEWS | *Secretary* |
| C. L. LAWSON | *Treasurer* |

### Y. W. C. A. Officers.

| | |
|---|---|
| JENNIE L. HARSHBARGER | *President* |
| JULIA A. HURST | *Vice President* |
| IDA B. NUZUM | *Secretary* |
| LOLA FREEMAN | *Treasurer* |

### The Student Body.

Last Fall all of the students were organized into an association that will be able to consider matters relating to all of the students. It is an important means for developing the spirit of the students in relation to the school, and of training themselves in the ways of self government. As a body, it appoints the editors of the school paper, and of the Year Book, Athletic Committees, etc. A due of ten cents is expected from each student.

### Officers of the Student Body Association.

| | |
|---|---|
| JOHN TOOTHMAN | *President* |
| CARL LAWSON | *Vice President* |
| RUTH MANLEY | *Secretary* |
| L. A. STARK | *Treasurer* |
| FRED LEMLEY | *Sergeant-at-Arms* |

### Executive Committee.

BERTHA CLAYTON, *Chairman*

RUTH MERRIFIELD
CLARENCE B. LEE
HARRY BROOK
FRANK AMOS

## Gymnasium and Athletics.

The Gymnasium is well supplied with apparatus consisting of striking bags, chest machines, dumb bells, Indian clubs, horizontal bars, parallel bars, etc.

One of the greatest mistakes new students make is to neglect the proper physical exercise. Boys and girls, however robust and vigorous, cannot afford the experiment of going from the class room to the study hall continuously. They lay themselves open to the attack of disease, and reduce their capacity for good mental work. Our gymnasium has the proper apparatus for strengthening weak parts, as the abdomen, the back, the chest, etc. Not only is it used by the older students, but regularly the children of the grades go to it with a teacher as a guide.

The old Chapel has been converted into a Gymnasium, which is large, airy and well lighted. The floor has been oiled, screens have been put in the windows and other improvements have made this one of the best basket ball floors in the State.

A strong Athletic Association has been organized and foot ball, basket ball, base ball, track team work, tennis and gymnasium work receive due attention.

A tennis court and croquet grounds are also provided for use in the pleasanter weather.

The school encourages foot ball, and base ball by aiding the students financially, in equipping themselves with balls, bats, etc., and renting parks for playing. This is done not only for giving the chance for exercise, but also to give opportunity for the cultivation of self-control, endurance, management of group, ability to co-operate, etc. When one asked Wellington at Waterloo where he learned how to, he announced "at Rugby playing foot ball." President Jordan, of Standford University, once said "the foot ball men of today will be the men of California tomorrow."

Track Team

### Athletic Officers.

| | |
|---|---|
| HARRY GREEN | *President* |
| CARL L. LAWSON | *Vice President* |
| SUSAN CUNNINGHAM | *Secretary* |
| CLARENCE B. LEE | *Treasurer* |
| JOHN TOOTHMAN | *Mgr. Foot Ball* |
| E. DALE CURRY | *Mgr. Basket Ball* |
| BOYD REED | *Mgr. Base Ball* |
| H. FAY AMOS | *Captain Base Ball* |

### Literary Societies, Clubs, Etc.

For many years there have been two flourishing literary societies connected with the school, the Mozart and the Lyceum. Many have been the friendly contests between the members of these two groups, and the value of the time in public expression, in the use of good English, questions of general interest, and in many other good habits, connected with vigorous thinking and proper social relations have been very valuable.

The lessons taught in these societies are equal to those coming from taking any one subject in the curriculum, and all new students are urged to join one of them soon after entering the Normal. In addition to the above named, this year there have been organized, first A Current Events Club, which meets in the parlors of the Woman's Hall, composed of those with good voices and especially interested in music. This is led by our competent vocal teacher, Mrs. Billingslea. Third, the Band, which meets once a week under the direction of a teacher paid by the school. So that students who have any sort of instrument which he can play even moderately, is requested to bring it along and join the band. Fourth, Travellers Club. This group of young people meet in the library and under the direction of Prof. E. E. Mercer, who is acquainted with many sections of the world's surface by personal experience. This club, with maps and books, take inquiring trips from one portion of the world to another. Fifth, the Art Club, under the special direction of Miss Ridgley. Meets fortnightly in the Drawing room. The general purpose is the cultiva-

tion of a better knowledge of the Masters of Art, and a higher taste for the beautiful in Art and Nature. Here again the Library with its books on Art and History is a valuable adjunct.

The following are the officers:

### Mozart Literary Society.

| | |
|---|---|
| JAMES G. LANHAM | *President* |
| FRANK R. AMOS | *Vice President* |
| PERIE B. AYER | *Secretary* |
| CLARENCE B. LEE | *Treasurer* |
| FRED LEMLEY | *Critic* |
| DAVID W. KENNEDY | *Doorkeeper* |

### Normal Lyceum.

| | |
|---|---|
| HERMAN J. POLING | *President* |
| GUY C. DOUGLAS | *Vice President* |
| RUTH MERRIFIELD | *Secretary* |
| WILLIAM FOUNDS | *Treasurer* |
| JOHN FORD | *Critic* |
| ISIS HUTTON | *Censor* |
| MELVILLE P. BOYLES | *Sergeant-at-Arms* |

### Position for Teachers.

This school does not provide positions for its graduates or undergraduates, but it will aid them in securing places whenever it is possible. Trained teachers are always in demand. We have many inquiries for good teachers at excellent salaries, and during the past year a larger number of our students were engaged in teaching than ever before, and yet we had calls which we were not able to supply. We are making a specialty of providing primary and grammar grade teachers, and solicit inquiries for teachers from cities and boards of education.

There is no question but that it would be a part of great wisdom for town and counties to get as many teachers as possible who are trained for their work.

## Certificates for Teachers.

The special session of the Legislature in February, 1908, passed a law which gives great encouragement for young people to go to the Normal Schools and take the Normal course. It says "The State Superintendent of Schools shall prepare suitable diplomas to be granted to the students of the Normal department of said school, who have completed the course of study and discipline prescribed by said regents, which diploma hereafter issued shall be equivalent in all respects to a first grade certificate for a period of five years."

Further, these first grade certificates shall be renewable once for a like period of five years.

Still again, any person holding a diploma from the Normal Course, and accordingly has as above stated a No. 1 uniform certificate, who teaches three years on this certificate, one of which shall precede the application for a new certificate, shall receive another certificate for six years. And those who teach four out of these six years may get another certificate good for twelve years and those who teach eight out of the twelve years can get a renewal of another twelve years.

Thus a graduate from the Normal Course in our Normal Schools is virtually certified for life.

## Lectures and Addresses.

The Faculty desires to be useful to its people in other ways than in mere class-room work. There are several of its members who are available, for the asking, for addresses on special subjects at Teachers' Meetings, Evening Lectures, Literary Societies, etc.

## Extension Courses.

Many teachers in the rural districts, and students who can't come to school, may take up home work under the direction of the faculty of the Normal School. The Normal teacher will tell you what books to get, will direct your work, will correct the papers, and give suitable examinations. When a teacher is satisfied with

a student's work, credit will be given on the records of the Normal School. It is hoped that this privilege will be taken advantage of by many who hope to come here later, or who have been here and are now out teaching.

Following are the subjects which can be taken by correspondence:

English (Constitution).
History.
Mathematics.
Latin, I and II.
Drawing.
American Literature.
English Literature.
Literature, Grades.
Biology.

## Courses of Study.

The school comprises two departments—the Normal and the Academic. In the Normal department there is the Normal course proper, to which is being added a Training School from the kindergarten through the eight grades of public school work.

Already the students who go out as teachers have observation work in the first four grades of the public school course, and practice work in one grade or more. This Training School is the training department for all prospective teachers, and in another year or two will offer model and training work through the eight grades of the public schools.

The remaining department of the school is the Academic department, comprising three courses—the classic, the modern language, and the science course. Besides these there are departments of music, of art, of expression or oratory, and of physical training.

It is presumed and expected that those who come to the Normal School have passed through the studies pursued in the eight grades of the public schools.

However, it has been found necessary to have a review, or

preparatory course, for those who are not fully prepared. The following is the

**Review or Preparatory Course.**

| | |
|---|---|
| Spelling | Eng. Gram. and Comp. |
| Arithmetic | U. S. History |
| Geography | Spelling |
| English Grammar | Arithmetic |
| U. S. History | Physiology |
| Spelling | Eng. Gram. and Comp. |
| Arithmetic | Bookkeeping |
| Geography | |

# Courses of Study

The Normal and Training course covers a period of four years, and each of the Academic courses is also four years in length. It will be observed by an inspection of the Courses of Study on the two following pages that the first two years in each comprise almost the same studies.

The order in which branches are taken up is not fixed, being determined by the President and his Faculty, but in the main it is given on the next two pages.

# COURSES OF STUDY

| | | NORMAL | CLASSICAL |
|---|---|---|---|
| FIRST YEAR | Fall | Oriental and Greek History<br>English (Grammar)<br>Latin<br>Physiography | Oriental and Greek History<br>English (Grammar)<br>Latin<br>Physiography |
| | Winter | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin<br>Phys. and Industrial Geog. | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin<br>Phys. and Industrial Geog. |
| | Spring | Algebra<br>English (Reed & Kellogg)<br>Latin<br>Roman History | Algebra<br>English (Reed & Kellogg)<br>Latin<br>Roman History |
| SECOND YEAR | Fall | Algebra<br>Rhetoric and Literature<br>Latin<br>Mediaeval and Modern Hist. | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>Mediaeval and Modern Hist. |
| | Winter | Algebra<br>Rhetoric and Literature<br>Latin<br>English History | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>English History |
| | Spring | Algebra<br>Rhetoric and Literature<br>Latin<br>Botany or Zoology | Algebra<br>Rhetoric and Literature<br>Latin or Greek<br>Botany or Zoology |
| JUNIOR YEAR | Fall | Geometry<br>English (Literature)<br>History of Education<br>Civics and U. S. History | Geometry<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| | Winter | Geometry<br>English (Literature)<br>Economics<br>Commercial Geography | Geometry<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| | Spring | Geometry<br>English (Literature)<br>Geology or Astronomy<br>General Methods | Geom., Geology or Astronomy<br>English (Literature)<br>French or German Any<br>Latin or Greek Two |
| SENIOR YEAR | Fall | Chemistry<br>Physics<br>Biblical History, Pedagogy, Psychology<br>School Supervision and Training Work | Physics or Chemistry<br>Psychology<br>French or German Any<br>Latin or Greek Two |
| | Winter | Chemistry<br>Physics<br>Pedagogy, Psychology<br>Sociology and Training Work | Physics or Chemistry<br>Sociology or Psychology<br>French or German Any<br>Latin or Greek Two |
| | Spring | Chemistry or Trigonometry<br>Physics or Agriculture<br>Ethics, Child Study, Educational Psychology<br>Methods and Training Work | Physics or Chemistry<br>Ethics<br>French or German Any<br>Latin or Greek Two |

## Courses of Study—Continued.

| | | MODERN LANGUAGES | SCIENCE |
|---|---|---|---|
| FIRST YEAR. | Fall | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography |
| | Winter | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin or German<br>Industrial Geography | Advanced Mental Arithmetic<br>English (Grammar and Comp.)<br>Latin or German<br>Industrial Geography |
| | Spring | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History |
| SECOND YEAR. | Fall | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediaeval and Modern Hist. | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediaeval and Modern Hist. |
| | Winter | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History |
| | Spring | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Botany or Zoology | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Botany or Zoology |
| JUNIOR YEAR. | Fall | Geometry<br>English (Literature)<br>French or German<br>Civics and U. S. History | Geometry<br>English (Literature)<br>German or French<br>Civics and U. S. History. |
| | Winter | Geometry<br>English (Literature)<br>Economics<br>German or French | Geometry<br>English (Literature)<br>Economics<br>German or French |
| | Spring | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French |
| SENIOR YEAR. | Fall | Chemistry or Physics<br>Psychology<br>French<br>German | Chemistry<br>Physics<br>Plane Trigonometry<br>French or German. |
| | Winter | Chemistry or Physics<br>Sociology<br>French<br>German | Chemistry<br>Physics<br>Sociology or Spherical Trig.<br>French or German. |
| | Spring | Chemistry or Physics<br>Ethics<br>French<br>German | Chemistry or Agriculture<br>Ethics or Analytical Geom.<br>Physics<br>French or German. |

Spelling, Drawing and Vocal Music are required for the completion of any course.

## Diplomas.

The Board of Regents will grant diplomas to those who have completed the full Normal or Academic course with an average standing of 80 per cent. and not below 75 per cent. on any one branch, and who shall have been in actual attendance throughout the entire third or fourth year under the new schedule of studies.

Before any diploma is awarded the President of the Normal will be required to certify that those whom he recommends for graduation have fulfilled all conditions and have done the work necessary for graduation.

Students may graduate at the close of any term, even the Summer term.

By arrangement with the State University those who graduate from any one of the Academic courses will be admitted to the University without examination.

And those students who complete the Normal or one of the Academic courses usually have no difficulty in securing advanced standing at the University.

## Certificates.

In order to encourage students in the study of those ornamental as well as useful branches of a complete education—oratory, art, vocal music, instrumental music—it is planned to give in each department a certificate of standing whenever a certain specified amount of work has been done. In most cases the course will be two or three years in length to start with and will be increased as the several departments are built up.

## Special Classes in Spring Term.

Many teachers of experience desire to spend one term in reviewing certain subjects which they are required to teach, or in pursuing certain professional studies and yet are precluded from taking an extended course of study in any institution. Some of these are the leading teachers in their respective counties. They

are prevented from pursuing a systematic course of study by being under the necessity of teaching during the fall and winter. For the benefit of these, special classes will be organized, if necessary, in U. S. History, Physiology, Theory and Practice, Civil Government, Bookkeeping, Arithmetic, Penmanship, General History, in fact all the subjects on which teachers are examined for certificates. In addition there are given many courses which are in the Courses of Study for Fall or Winter, such as beginning Geometry, beginning Algebra, beginning Latin, English Grammar, etc.

## The Professional Department

Education as a science, and teaching as a profession are emphasized today as never before. In recognition of this comparatively modern view of education, leading universities, colleges and Normal Schools have established departments of education.

The professional department stands for these ideas. Its aim is to train men and women for the profession of teaching and to this end it presents two lines of work, viz.: Theory as related to teaching, and practice in teaching under competent supervision.

The theory is furnished by the following course of study: History and principles of education, educational psychology, child study, theory and art of teaching, school hygiene, school supervision, psychology and methodology—the last including the method of the recitation, and special methods in reading, geography, number work and nature study.

Practice in teaching, together with observation of correct methods of instruction, is provided by the Training Department, which has for its special function the development of teachers.

This department has several distinct phases of work.

First. It has a kindergarten and an elementary school of eight grades, based upon sound pedagogical principles, which is a school for the education of the child and is not a mere practice

school. Much of the teaching is done by the supervisors and heads of the departments of the Normal School, who are especially interested in children and the best methods of instruction. This interaction of the several departments is profitable to both the child and the student and tends to keep up a healthy interest in professional work.

As an elementary school it maintains high standards of work and stands for advanced thought in education.

Second. It furnishes an opportunity for the student in training to observe the practical work of the school room. Here are tested the validity and efficiency of methods in the presence of the training class. Here the student is required, not only to observe the methods, but to make a study of child life by noticing characteristic tendencies in the various stages of development, but to report on the same from time to time.

Third. After two terms of observation, a part of which is spent in the elementary grades of the public school, the student in training is given a class to teach and if possible he is given charge of a room with several classes, thus giving him opportunity to meet actual conditions of the school room.

Weekly teachers' meetings and conferences to plan work are held regularly.

Fourth. Students are made familiar with the best educational magazines and books. They become acquainted with the best writers on elementary education and are on the lookout for the new and helpful publications.

Books to be read in connection with this course:

Dewey—School and Society.

DuBois—Point of Contact in Teaching.

McMurry—The Study Period.

Hinsdale—The Art of Study.

McMurry—Method—Reading—Language.

Carpenter, Baker aand Scott—English, How to Teach It.

Magazine Articles—On Art, Manual Training, Nature Study, Primary Work.

Basket Ball Club

## Psychology.

ELEMENTS OF PSYCHOLOGY—One Term.

A careful study of the leading truths concerning mental activity; a alcssification of facts and principles; observations and experiments made to discover laws of mental processes.

Texts: Any up-to-date psychology; Thorndyke's Elements; Angell's Psychology.

CHILD STUDY—One Term.

The physical development of the child; the development of motor activities; instincts, their functions, their development; the development of the intellect; heredity; abnormalities; special study of the processes of learning and of habit forming. Practical application in school work.

Text Book: Kirkpatrick, Fundamentals of Child Study.

EDUCATIONAL PSYCHOLOGY—One Term.

This course may be known as a course in the Theory and Art of Teaching. It has for its basis the two preceding courses in psychology. The Theory is based upon the knowledge of the science and the Art upon the application of its principles. The psychology and pedagogy of language, drawing, writing, music and other subjects are carefully studied; the larger aims of modern education considered; the relation of the school to society emphasized.

Texts: Educative Processes, Bagley; Method in the Recitation, McMurry; The School and Society, Dewey; Theory and Art in Teaching, Page; References from educational magazines, The Elementary School; Teachers' College Record; etc.

## History and Principles of Education.

The value of a carefully arranged course in the history of education in shaping the ideals and in giving balance to the judgment of the teacher can scarcely be overrated. The scope of this course is the investigation in regard to certain selected nations of: (1) Their aim in education as determined by their social conditions, and the effect of this aim in determining those conditions;

(2) the means employed for attaining this aim—their educational institutions, the subjects of the curriculum, and the methods used; (3) the results obtained; (4) the life and works of the leading educators of these nations. From such a study of what has been aimed at and accomplished by various peoples in the field of education the student should gain a clear conception of what education can reasonably aim to accomplish..

Books—Text, Seeley. A large number of reference books are used in this course, such as Quick's Educational Reformers, Painter's History of Education, also Monroe's and Butler's.

### School Organization and Management.

This course is especially adapted to meet the needs of district school teachers. It takes up the problem of the graded system for rural schools, and endeavors to simplify the difficulties involved in adapting the State uniform course of instruction to the conditions which are peculiar to district schools. Other subjects discussed in this course are: School sanitation, care of the school —seats, blackboard, ventilation and heat; organization and classification of the school; district school discipline; busy, or seat work; calisthenics and games adapted to district schools; district school clubs and the district school as a social center; nature study and observation work suitable to district schools.

Books—"The Graded Course of Primary Instruction" for the State of West Virginia; Shaw, "School Hygiene;" Morrison, "Ventilation of the School." List of books given in connection with the course in theory and observation.

### Subject Matter and Methods in the Grades.

It is true that Normal School graduates often find themselves helpless when placed in the public schools simply because they do not know the subject matter they are to teach. They are not familiar with the literature of the respective grades; they can neither tell the stories nor illustrate them; they do not know children's books; they are not familiar with any course of history for the grades; they do not know appropriate school songs; nor the books containing them; they do not know the things of nature

that appeal to the children. In fact, they do not know the life which belongs to the child world.

As an attempt to meet some of these demands a year's work in subject matter and method divided into six weeks' courses are known as follows:

1. LITERATURE AND ETHICS IN THE GRADES—Six weeks.

Literature—This course will include a study of children's literature, the fairy stories, folk stories, myths, legends, animal stories, stories with historical settings, biography and poetry; a study of the characteristics of the story itself that appeal to the children of the various stages of development and the best methods of presentation.

The student will be required to tell and illustrate stories and poems. They will be required to read many of the books used in the libraries of the different grades, thus the student will gain valuable knowledge which will enable him to select books for school libraries.

Ethics—Standards of right gained through the study of literature; effective methods in the study of the moral of a story, character studies, pictures and other helpful material will be carefully studied in connection with the problems of this course.

2. HISTORY IN THE GRADES—Six weeks.

The modern city child and even the country child, no longer comes in contact with either things or society in the making. The question of how human beings live, represents the dominant interest with which the child approaches historic material. The child who is interested in the way in which men lived, the tools they had to do with, the inventions they made, is eager and willing to repeat like processes and handle materials for himself. He understands their successes only by seeing what obstacles and what resources these people met with in nature. And the child is interested accordingly in field and forest, ocean and mountain, plant and animal. The interest in history gives a wider view to his study of nature. A deepening interest in social life brings in

the biographic element in history instruction. So by means of story, map and pictures, and a well equipped mind, it is not difficult to lead the child in history study.

Students taking this course will study the material that will assist in the development of a helpful course in history for the elementary school.

3. NATURE STUDY AND GEOGRAPHY IN THE GRADES—Six weeks.

Nature Study—In this course an effort is made to give the student: (a) The true aims of nature study; (b) an organization of nature study material, (c) a definite study of many problems of nature that can be observed in the laboratory, garden and field, (d) an acquaintance with the best books, magazines and leaflets on nature study.

Geography—No subject has been so poorly taught as geography. In the lower grades teachers "talk out" the lessons with content of little value and in the upper grades many essential features are omitted because first of all teachers have only hazy indefinite notions of the scientific facts, and second, they do not know how to teach them.

This course will furnish the student with some clearly defined notions as to: (a) Basis on which to build a course in geography for the elementary school, (b) the use of materials, text books, globes, maps, sand table, etc., (c) the purpose and methods of conducting field trips, (d) a careful study of a "casual series of facts" underlying the science of geography and good methods of attacking the difficult problems in teaching these facts.

4. ART, DRAWING, CONSTRUCTIVE WORK IN THE GRADES—Six weeks.

In this course, (a) students will be required to do the drawing and make the constructions which are required for a course in drawing throughout the eight grades, (b) they will be encouraged to originate designs for school room decorations, (c) they will be required to decorate the rooms with appropriate borders and board work at different times during the year, (d) they will be required to illustrate stories and poems and to keep in touch with the subjects taught in the elementary school, and to be able

to apply work in drawing whenever needed, (e) the study of pictures and how to use them will be a helpful phase of this course.

5. READING, SPELLING, WRITING, ARITHMETIC IN THE GRADES—Six weeks.

In this course the difficulties of each subject will be studied and the best means of meeting them will be devised. As reading is the important subject taught in the lower grades much attention will be given to this study.

6. PHYSICAL EXERCISES, SONGS, GAMES, HEALTH LESSONS AND SCHOOL-ROOM SANITATION—Six weeks.

These subjects are frequently omitted because teachers do not know what to give. Too much cannot be said as to the benefits derived from such lessons.

(a) Children's play and games will be studied and played.

(b) Physical exercises appropriate for any school-room will be given.

(c) School songs will be learned.

(d) School-room sanitation and personal habits from the standpoint of health will be studied.

These courses will be taught in connection with the respective departments as far as practical.

# Department of English

The three years' course in English embraces the following subjects: Orthography, Grammar, Rhetoric and Literature, History, Literature—English and American.

The objects to be attained are: (1) A ready command of good English. (2) The power to appreciate and enjoy the best in literature.

### Orthography.

The subject of orthography begins with the study and use of words, a careful training in the use of diacritical marks, a study

of homonyms, rules for capitalization and spelling, synonyms discriminated, and a careful study of word analysis and word building.

Constant use is made of the dictionary in order to obtain the correct pronunciation and meaning of words, and the student is required to make use of the words in sentences.

### English Grammar.

A year's work is given to grammar and the English sentence with a view to ascertaining the facts of language and mastering the art of correct speech. To this end extensive practice is given in the formulation of sentences and careful attention is paid to correct speaking.

### Rhetoric and Literature.

Having laid a good foundation in the mechanics of language, the student is prepared to advance a step in the study of the art of expression and to add to the correctness of speech, effectiveness. This he is enabled to do by a knowledge and practice of the laws of discourse as set forth in Rhetoric. In this course of three terms instruction is given in constructive rhetoric, or the production of discourse; and in critical rhetoric, or the tracing of the laws of discourse through the study of works of literature.

### English and American Literature.

Literature is the thought of thinking souls.—Carlyle.

Some branches of study have an immediate educational value, others a deferred one; but literature has an educational value, continuous and increasing. Perhaps no other subject adds so much to one's culture and enjoyment as does literature. By means of it every human activity, every human emotion seeks expression, and it contains food for the intellectual and spiritual nature of every human being.

It is the aim of this department to acquaint the student with those who have contributed largely to the growth of literature, and, since literature is a reflection of the spirit of the age, to

acquaint them also with the conditions under which it was created.

The method of outlining is followed in the effort to show great literary movements and to differentiate one period from another.

In connection with the plan for securing a definite knowledge of literary development is begun a study of the masterpieces, and no effort is spared to put the student in possession of the power to analyze and criticise the literature to the end that he may appreciate and enjoy it for himself.

**Required Readings Selected from College Entrance Requirements.**

**First Year.**

FOR STUDY IN CLASS

1. Sketch Book—Irving.
2. Ivanhoe—Scott.
3. (a) The Last Leaf—Holmes.
   (b) The Chambered Nautilus—Holmes.
   (c) Liberty and Union—Holmes.
4. Christmas Carol—Dickens.

1. Snow Bound—Whittier.
2. Autobiography—Franklin.
3. Lady of the Lake—Scott.

1. Julius Caesar—Shakespeare.
2. Narrative Poems—Browning.
3. Vicar of Wakefield—Goldsmith.

HOME READING

1. Treasure Island—Stevenson.
2. Sharp Eyes—Birds and Blossoms—Burroughs.

1. Courtship of Miles Standish—Longfellow.
2. The Man Without a Country—Hale.

1. Lays of Ancient Rome—Macaulay.
2. Hunting the Deer—Warner.

### Second Year.

REQUIRED FOR STUDY IN CLASS

1. Silas Marner—George Eliot.
2. House of Seven Gables—Hawthorne.
3. Merchant of Venice—Shakespeare.

1. The Deserted Village—Goldsmith.
2. Idylls of the King—Tennyson.
3. The Prisoner of Chillon and Mazeppa—Byron.

1. Vision of Sir Launfal—Lowell.
2. Ancient Mariner—Coleridge.
3. As You Like It—Shakespeare.

HOME READING

1. Tales of Two Cities—Dickens.
2. The Pilgrim's Progress—Bunyan.

1. Beside the Bonny Briar Bush—McLaren.
2. Sohrab and Rustum—Arnold.

1. Cloister and the Heath—Chas. Read.
2. The Call of the Wild—Jack London.

### Third Year.

REQUIRED FOR STUDY IN CLASS

1. Essays on Burns—Carlyle.
2. Minor Poems—Milton.
3. Macbeth or Henry V—Shakespeare.
   Prologue—Chaucer.

1. Coriolanus or Macbeth.
2. Golden Treasury IV—Palgrove.
3. Essay on Milton or Johnson—Macaulay.

1. Conciliation with America—Burke.
2. Washington's Farewell Address and Webster's First Bunker Hill Oration.
3. Essay on Addison—Macaulay.

HOME READING.

1. Public Duty of Educated Men—Curtis.
2. Essay on Lincoln—Schurtz.

1. Henry Esmond—Thackery.
2. Captain, My Captain—Whitman.

1 The English Mail Coach—Dequincy.
2. Old Creole Days—Cable.

# Department of Mathematics

The course in this department comprises the following subjects: Advanced mental arithmetic, one term; bookkeeping (preparatory), one term; algebra, four terms; geometry, three terms; analytic geometry, one term; trigonometry, one term. In addition to this a special course in arithmetic for teachers is offered in the spring term. The work in this department counts ten credits. Preparatory branches do not count as credits on a diploma.

### Arithmetic.

The Normal School aims to give sufficient training in arithmetic by review and revivification of what has been once passed over, as well as by a study of the psychology of the number and the principles that underly its application, to enable the Normal

graduates to teach arithmetic intelligently, effectively and economically in the public schools.

There are two separate and distinct things in every problem —the solution and the operation. The first is the thinking process, the thinking out of the meaning of the terms used, and the relations of the different parts; the second is the mechanical operation, the fingering and figuring to perform what in the first process has been thought out. Not one figure made until the problem has been thoroughly thought out. Then and not until then, let the fingers fly like lightning to reveal the result. Preceding each recitation there should be drills in number combinations to give ease and facility in factoring, tables, aliquot parts, addition, subtraction, multiplication and division. All arithmetic should discipline the reasoning powers and train to clear the concise statement of fact.

Texts—Brooks and Milne.

## Algebra.

This subject continues through four terms. In the first special attention is given to the elementary operations and principles and their application to the solution of simple problems. The easier methods of factoring are here taught, but the chief aim of this term's work is familiarity with algebraic language and thoroughness in the four fundamental operations.

No student will be permitted to begin the study of algebra who has not received credit for arithmetic.

The second term is a review and an extension of the work of the first—literal and fractional exponents, and special cases in multiplication and division receiving particular attention. All this is done with reference to factoring to which the greater part of the term is devoted. Factoring being the basis of all future work in algebra, satisfactory progress is impossible without a thorough knowledge of this subject.

The third term includes the study of fractions, simultaneous simple equations, involution, and evolution.

The last term's work begins with the theory of exponents and embraces the subjects of radicals, radical equations and quadratic equations.

Texts—Milne's Elements and Milne's Academic.

### Geometry.

The work is begun by requiring the student to observe and construct the geometric forms and to learn the definitions, axioms and postulates. A clear conception of these is essential to an understanding of the subject since they form the basis of the science. One of the chief objects of the study of geometry is to cultivate logical, exact thought, and clear, accurate expression. To secure this, the fundamental theorems in each book are used, their demonstrations being given—after which a large number of propositions are furnished the student for original demonstration. The application of the principles of geometry to mensuration is made a special feature of the last term.

Text—Milne's "Plane and Solid Geometry."

### Trigonometry.

The main features of the work in this subject are the following: The functions are defined as ratios and also represented by lines; sufficient analytical work for the development of all important formulas—special emphasis being given to those essential to the solution of triangles.

Text—Wentworth's "Plane Trigonometry."

### Analytic Geometry.

This is a one term study in higher mathematics, during the last term of the Senior year, in the science course. It is optional with ethics.

## Department of Science

Twelve credits are offered in science, but not all are required. A choice is given between botany and zoology, geology and astronomy; in the classic and modern language courses, between physics and chemistry; in the science course, between chemistry (3) and agriculture; and in the Normal course, between chemistry (3) trigonometry.

The work in this department is arranged with reference to

the unity of the subject. In general the work of each term is arranged with reference to the work done in preceding terms. The student, to obtain best results, must keep to the regular sequence of the course.

Students wishing to take a full year in biology may do so by taking botany in the fall, zoology in the winter, and human physiology in the spring.

### Physiology.

Physiology is now the one science that is taught in all grades of schools. Normal students are instructed in the various methods by which it may be made more interesting and personally helpful to the pupils of the public schools.

To this end, instruction in hygiene is given with special reference to pure air, respiration, wholesome food, regular and sufficient sleep, regularity in bodily habits, care as to temperance, prudence concerning exposure, and total abstinence from narcotics.

Anatomical demonstrations are made from the bodies of domestic animals and from the Manikin charts.

Text—Overton's Physiology.

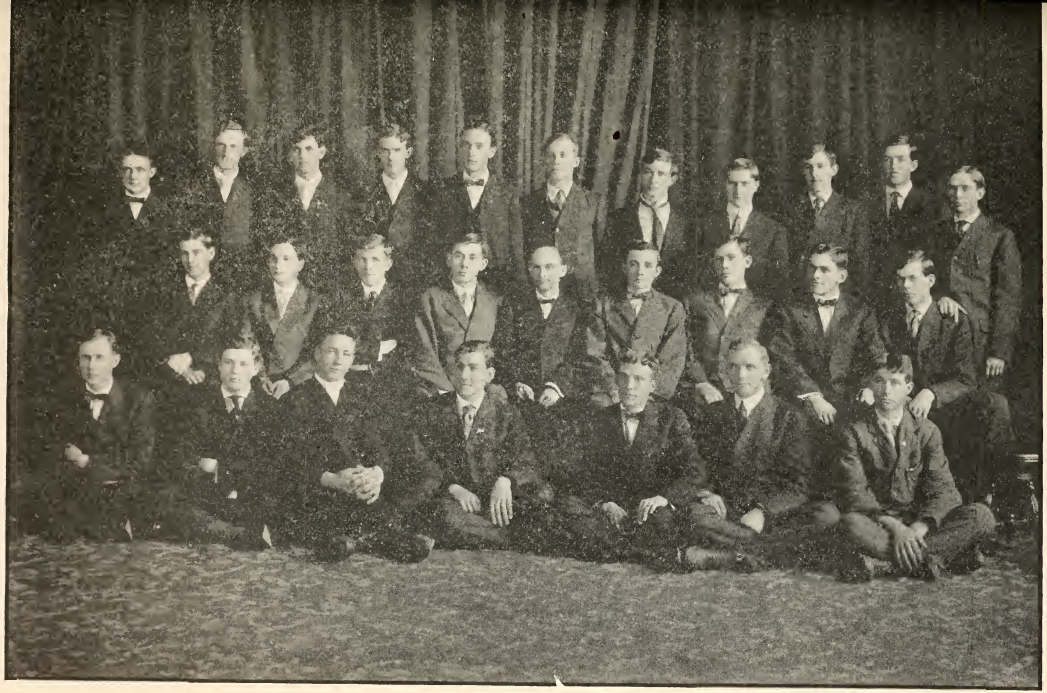
### Geology.

The purpose of the course in geology is to give a clear idea of the forces in operation producing structure; the structure, arrangement and composition of rocks; and the history of the changes through which the earth has passed in the process of formation.

The subject matter of the text is illustrated by hand specimens and applied, whenever practicable, in field work.

Prerequisites—Physical geography, zoology, or botany.

Text—LeConte's Compend of Geology, or Norton's Elements.



Young Men's Christian Association

### Industrial, Commercial and Physical Geography.

The object of physical geography is to lead the student to understand the causes and activities of phenomena observed upon the earth's surface, and to awaken a special interest in nature and cultivate the habit of observation and thought concerning it.

The central idea of industrial and commercial geography is one of commerce and the various industries of a country.

The natural conditions that affect commerce, as climate, soils, winds and currents are considered. Some of the topics are: Location and growth of cities, transportation, exports and imports, food materials, textiles and manufactories, metals and minerals, forestry and irrigation, etc.

The industries and commerce of many countries are studied and the industrial life of our own State is given due time and attention.

### Zoology.

In zoology the aim is not to make zoologists, but to encourage observation, and to cultivate an appreciation of nature. It is intended to show the adaptation of scientific methods to public school work.

### Physics.

Three terms are offered in general physics, the subject being divided for the three terms as follows:

1. Matter, its properties and conditions; mechanics and acoustics.
2. Electricity and magnetism.
3. Radiant energy.

These reports, after review and criticism by the teacher, are returned to the student.

### Chemistry.

The work in chemistry consists of three terms of recitations in addition to experiments and demonstrations. When the students have gained a general knowledge of the elements and their combinations and have learned the meanings of formulas and equations, problems and exercises are given.

All necessary chemicals and apparatus are provided without additional fees for their use.

### Botany.

Botany is studied with a view of obtaining a knowledge of the form, structure and habits of plants.

The value of field work is recognized by requiring a search for plants in the vicinity and studying their relation to soil, moisture, light, etc. Every effort is made to stimulate independent observation, and to have the note books and herbariums express truthfully and clearly what is seen.

### Astronomy.

The work in astronomy embraces an outline of the celestial sphere and its circles, a description of the constellations, the problems of latitude and longitude, and descriptions of the earth, moon and sun in relation to size, density, motions, etc.

Text—Young's "Lessons in Astronomy," or Todd's "New Astronomy."

## History

History has been defined, by some one, as a record of past events, but a broader definition we believe is, "History is humanity becoming and being conscious of itself." Whatever section of the world's past be selected for the teaching of history, the aim is to enable the student to interpret the society of which he finds himself a part, and his own part in that social whole.

The history course has been arranged to begin with Oriental

and Greek history one term; Roman history one term; English history one term; civics one term; U. S. history one term; economics one term; U. S. history and civics in the Junior year.

While a text book is commonly had by each student, the largest and best source of information is the Historical Library.

The school library is well supplied with historic literature, histories for comparative reference, novels and works upon historical subjects. In addition to text-book work the student is also given topics to develop from outside sources.

### United States History.

In connection with the history, biographical interest is awakened by short sketches from the lives of the great statesmen. The study of the institutional life of the country is considered of primary importance as it is the gnowledge that will best serve the pupil in after life. To this end the student is encouraged to express his own ideas in connection with what he has gleaned from reading or any outside sources, and an endeavor is made to show him how the questions that present themselves to the people of this country are the direct effect of past causes, and how, in general, each cause has its corresponding effect.

The object and methods of teaching are also discussed and exemplified.

Reference—Thomas, "History of United States;" McMaster, "History of the People;" McMaster, "With the Fathers;" Fiske, "Critical Periods of American History;" Fiske, "Old Virginia and Her Neighbors;" Hart, "Essentials of History."

### History of Greece.

The history of Greece is one of the most interesting, attractive and culture giving of all histories. An acquaintance with its historians, orators and philosophers forms no small part of a liberal education. We study Grecian history primarily on the philosophic side, that we may learn the influence it has had on the world's history.

### History of Rome.

In Roman history, the character, manners and customs of the people and the lessons that we learn from their successes and failures are impressed upon the student. Morey's "Outlines of Roman History" is used as a text.

### English History.

The history of England is of primary importance to the American people, since we obtain our laws, customs and government from the Teutonic language, customs and institutions. The Norman conquest, language, thought and government; the Magna Charta obtained from King John and its effect on government; the revival of learning and the Reformation; Elizabeth's brilliant and successful reign, including the colonization of America, are topics that are fully discussed. Montgomery's English History is used.

### Mediaeval and Modern History.

The chief aim of mediaeval history is to show the marvelous development of the barbaric nations concerned in the overthrow of Rome into the advanced and cultured people of modern Europe.

Modern history directs the student's attention to those things which the past has contributed to the present and enables him to appreciate and value the progress and emancipation of the marvelous nineteenth century.

### Civics and U. S. History.

This course embraces the origin, nature, theory and necessity of government; the township, its origin and growth, as exhibited in the New England town, the Southern district, and the Western township, and its development into the county, the county into the colony and the colony into the State; the origin of the Federal Union; the forms of governing the same under the Continental Congress, the Confederation and the Constitution. Free

use is made of the library, and subjects such as the following are investigated: "The Articles of Confederation," "The Ordinance of 1787," "Federalists and Anti-Federalists," "The Federal Executive," "Congress," etc. A great deal of stress is placed on the origin and developments of the various parts of our government. Constant reference is made to Fiske's "Civil Government," Bryce's "American Commonwealth," Forman's "Advanced Civics," Hindale's "American Government," Fiske's "Critical Period," Walker's "Making of a Nation," Wilson's "Theory of the State." The lives of such leaders as Washington, Hamilton, Jefferson and Madison present a source of much reliable information concerning the "critical period" studied in this course.

### Sociology, Economics and Ethics.

These courses are intended to give the students a general knowledge of the more important elements in the existing form of industrial organization and the stages through which it has developed into its present complex system.

In sociology the study is based on the text of Small and Vincent; in economics the text book of Ely & Wicker is used; in ethics the text used will be "Everyday Ethics," by Ella Lyman Cabot.

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# Department of Ancient Classics

## LATIN

Six credits in ancient or modern language are required in the Normal course, twelve credits in ancient languages and six additional credits in ancient or modern languages are required in the Classical course. Fifteen credits in ancient or modern languages (nine of which may be in Latin) are required in the Modern Languages and Scientific courses.

### First Year.

Stress is laid on correct Roman pronunciation and knowledge of Latin word order from the first. As a help in acquiring a Latin vocabulary and also correct English diction, attention is given to derived English words. An accurate knowledge of paradigms, syntax and vocabulary is imperative.

Latin I. Collar & Daniell's First Year Latin (Lessons I-XXX), Fall Term.

Latin II. (Lessons XXX-LX), Winter Term.

Latin III. (Completed). Review and supplementary reading. Spring Term.

### Second Year.

Much attention is given to Caesar's military skill, the Roman army, the importance of Caesar's wars, etc.

The aim in translation is to be as literal as possible without violating good English.

Latin IV. Caesar's Gallic War (Book I). Prose composition. Fall Term.

Latin V. Caesar's Gallic War (Books II and III). Prose composition. Winter Term.

Latin VI. Caesar's Gallic War (Book IV). Prose composition. Spring Term.

### Third Year.

The work begins with a study of Cicero as a man and an orator. Some appreciation of Roman oratory, as to style, logic, rhythm, rhetorical figures, clausulae, etc., is attempted.

Latin VII. Cicero's first and second orations against Cataline. Prose Composition. Fall Term.

Latin VIII. Cicero's third and fourth orations against Cataline. Prose Composition. Winter Term.

Latin IX. Cicero's orations for Archias and Marcellus.

### Fourth Year.

Much attention is given to the metrical reading, mythology and literary appreciation of Vergil.

Latin X. Vergil's Aeneid (Books I and II). Fall Term.

Latin XI. Vergil's Aeneid (Books III and IV). Winter Term.

Latin XII. Vergil's Aeneid (Books V and VI). Spring Term.

## GREEK

The work in Greek gives such preparation as is required for entrance to the leading colleges and universities, and the three years offered in this subject are arranged to correspond to the three years' preparatory Greek taught in the State University.

### First Year.

Term 1. White's "First Greek Book" (Chapters I-XL).

Term 2. White's "First Greek Book" (completed).

Term 3. Xenophon's Anabasis (Book I). Prose composition once a week.

### Second Year.

Term 4. Xenophon's Anabasis (Books II, III and IV). Prose composition once a week.

Term 5. Lysias' Orations. Prose composition once a week. Collateral reading in the library. Prose composition.

Term 6. Homer's Iliad or Odyssey (Books I, II and III). Collateral reading, Jebb's "Introduction to Homer;" Gladstone's "Time and Place of Homer."

### Third Year.

Term 7. Lucian's Shorter Dialogues; selections from Xenophon's Memorabilia.

Term. 8. Selections from Herodotus, Thucydides and the New Testament.

Term 9. Plato's Apology and Crito.

# Modern Languages

## FRENCH

I. Elementary French.

Grammar, reading and practice in pronunciation and oral understanding. Stress is laid on a brief course in French phonetics.

Chardenal's Complete French Course.

Rollin's French Reader.

II. Elementary French.
A continuation of Course I.
Chardenal's Complete French Course.
Rollin's French Reader.

III. Elementary French.
A continuation of Course II.
Chardenal finished. Reading of short stories in French.

IV. Fiction of the Nineteenth Century:
Works by Daudet, Dumas, George Sand, about, etc.
Grandgents' Composition based on "Le Siege de Berlin."

V. Composition. Practice in writing French prose. Discussion of grammatical points in connection with the translation. Reading and study of "Colomba," Le Roi "des Mantagnes," La Fautaine's Fables.

VI. A close study of French idioms. Translation and study of some of the French classics, such as Le Bourgeoise Genlilhamme. Le Cid.

## GERMAN

Students who desire to pursue the study of German are required to possess a good working knowledge of English grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language.

I. Elementary German.

This course, as in fact all of the three courses embracing the first year's work, is designed to giev the student a fundamental knowledge of the grammar, a reading knowledge of easy phrase and as much drill as possible in pronunciation.

Thomas' German Grammar.

Super's German Reader, Part. I.

II. Elementary German.

A continuation of Course I. Grammar completed to Part II. Super's Reader completed.

III. Elementary German.

A continuation of Course II. A review of the main points of grammar.

Reading—"Immense," "L'Arrabiatta," "Hoeher els die Kirche," "Der Scheviegersohn."

IV. German Prose. Copious reading of German prose to render the student familiar with the idioms of the language and to increase his vocabulary.

V. Prose Composition.

Practice in writing German, and translation of English prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs.

Harris' Prose Composition.

VI. Reading and memorizing of a great number of short, well known poems. Translation of one long poem.

Van Klenge's "Deutsche Gedichte."

Goethe's "Hermann und Dorothea."

# Drawing

The drawing classes of the Fairmont State Normal made rapid strides with the increased facilities of the school year ending June, 1902.

The course of study in drawing has been:

1. Drawing in outline from geometric solids.
2. Drawing in outline of ornament from cast.
3. Drawing in outline still life group from objects.
4. Drawing in outline details of human figure from cast.
5. Drawing in outline of natural foliage from plants.
6. Drawing from objects, shaded in charcoal.
7. Drawing from objects, shaded with brush.
8. Drawing of ornament from cast, shaded in charcoal.
9. An elementary design with a geometric form.
10. An applied design for wood, metal, glass or paper.
11. Geometry, plane and solid, geometric designs.
12. Perspective, theory and applied.

The media used is crayon, charcoal pencil and water color.

Courses in handiwork include pottery, basketry, leather tooling, stenciling, metal work and cardboard construction.

The above is the course for the students in the Normal School; the work in drawing for the children in the different grades is naturally very different.

# Household Economy

Although we are a so-called political people, we have been slow to teach those things which are concerned with the universal and basal activities of life, such as agriculture, handicraft, etc. Among these is the proper management of a home. On Tuesdays the girls remain in the Chapel while the boys go together in

another room. Here a lecture is given to the girls on some phase of home-keeping. Below is an outline of the topics which are considered:

Lectures on Household Economics.

1. THE HOUSE.
    1. Plan and cost.
    2. Sanitation.
    3. Decorations.
2. CARE OF THE HOUSE.
    1. Ventilation.
    2. Heat.
    3. Kitchen.
    4. Laundry.
3. FOODS.
    1. Combinations.
    2. Chemistry.
    3. Relative cost.
4. BACTERIOLOGY.
    1. Character of bacteria.
    2. Work of bacteria.
    3. Bacteria in the home.
5. PERSONAL HYGIENE.
    1. Respiration and elimination.
    2. Hygiene of sleep.
    3. Hygiene of the teeth, hair, nails, etc.
    4. Physical exercise.
6. TABLE SERVING.

### Instrumental Music

Music generally speaking is too apt to be regarded as a mere empty accomplishment. Consequently the time devoted to it is limited, and the knowledge attained superficial.

Experience has taught us that with no very extraordinary gifts, provided there is sufficient general intelligence, every one can accomplish something in music. Many are endowed with natural taste, correct ear, and poetic sentiment who may never have the opportunities necessary to make great artists. These are, however, capable of comprehending and interpreting good music. If only those who are capable of becoming great artists were taught music, we would lose one of the chief sources of recreation, and music, unlike many other amusements, leaves no sting in its trail.

Superior advantages are offered to all who wish to study piano or organ. During the year opportunities will be given pupils to appear in public.

Tuition will be arranged with the teacher.

## Text Books Used

Below is given a list of text books used, and time in which they should be completed:

### Preparatory Department

Arithmetic, Practical, Milne's Standard. Three terms.

Bookkeeping, Williams and Rogers, Moore and Miner's. One term.

Grammar, Patrick or Rigdon. Three terms.

Geography, Frye or Natural or Dodge. Two terms.

Sophomore Class

### Normal and Academic Departments

Agriculture, Jackson and Daugherty, or Bailey. One term.
Algebra, Milne's Elements. One term.
Algebra, Milne's Academic. Three terms.
Arithmetic, Mental, Brooks. One term.
Astronomy, Young or Todd. One term.
Botany, Coulter, Bergen or Andrews. One term.
Chemistry, Avery or Newell. Two terms.
Civics, Moses or Boynton. One term.
Commercial Geography, Gannett or Trotter. One term.
Ethics. One term. Text to be adopted.
Economics, Ely and Wicker, or Bullock. One term.
English, higher, Reed & Kellogg. Two terms.
French, Chardenal or Gaspey's Otto. Six terms.
Greek, White, etc. Six terms.
Geography, physical, Davis or Tarr. One term.
Geology, Le Conte or Norton's Elements. One term.
Grammar, Patrick. One term.
German, Thomas, etc. Six terms.
Geometry, Milne. Three terms.
History, Oriental and Grecian, Myers or Botsford. One term.
History, Roman, Morey. One term.
History, English, Montgomery, Wrong or Larned. One term.
History, General, Myers. One term.
History, Mediaeval and Modern, Myers. One term.
History of Education, Seeley or Monroe. One term.
Literature, English, Halleck or Newcomer. One term.
Literature, American, Newcomer. One term.
Latin (first year), Collar & Daniell or Pearson. Three terms.
Latin, Caesar and Grammar, Kelsey and Bennett. One term.
Music, natural music course.
Orthography, Reed. Until proficient.
Physics, Miligan & Gale, or Hoadley. Three terms.
Psychology, Halleck, or James, or Titchener. One term.
Physiology, Overton. One term.
Pedagogy, White & Page. One term.
Rhetoric, Lockwood & Emerson, or Brooks and Hubbard. Three terms.

Sociology, Small & Vincent, or Blackmar. One term.
Theory and Practice, Page. One term.
Trigonometry, Wentworth. One term.
Training and Methods. One term.
Zoology, Holder or Colton. One term.

# Training School

### Training School Faculty.

*Supervisor and Teacher*----------MISS HASTINGS
*Director of Kindergarten and Teacher in Grades 1, 2 and 3*----------MISS AUSTIN
*Teacher in the Grades*----------MISS CREEL

*Department Teachers.*

*Drawing*----------MISS RIDGELEY
*French*----------MISS STALNAKER
*History*----------MISS ABBOTT
*Music*----------MISS JACOBS
*Nature Study*----------MR. ROGERS

A course of study may appear stiff and formal as so much material to be transferred from the mind of the teacher to that of the child within a given time. It should not be so considered. The child must be taken as the center of interest at every step and for the sake of his best development the course of study furnishes suggestions and an arrangement of carefully selected educative material which is to be used in the most helpful way and it is subject to change. The aim of every phase of the work is to leave the child with a *greater power of intelligent inquiry and a greater desire to do things.*

# English.

1. LITERATURE.

"The immediate purpose is to train the child to appreciate and enjoy good literature. Development of literary taste involves:

(a) The development of the imagination.

To this end the child is made familiar with the choicest fairy stories, myths, legends and folk stories in the language.

(b) The cultivation of the sense of beauty of poetic form.

Poems remarkable for beauty of form are brought repeatedly to the attention of the child. Many of them are memorized. The method employed of leading the pupil to appreciate the beauty of a selection is that of frequent and sympathetic reading of the poem itself.

(c) The appreciation of literature as an interpretation of life.

The emotions expressed, the situations depicted in the poems introduced to the pupil's attention are those with which he is more or less familiar. No poems are taken up which express moods, mental states altogether foreign to his experience. The child is led to look upon literature as in great part the expression in beautiful, definite and permanent form of more noteworthy experiences.

The material used in the classes of literature should be so selected as to supplement the impressions made upon the pupil by national holidays, the changes of the seasons, the topics under discussion in other studies of the school course and by other incident's of the child's daily life."

2. READING.

Throughout the course in reading the greatest emphasis is placed upon thought interpretation, the children are taught to look for thoughts on the printed page instead of words.

All the children in the Elementary School are given an opportunity to read in the library once or twice each week.

The library reading is undirected, that is, the children are permitted to choose what they desire from the list of well selected books and magazines. Informal discussions upon what has been read, frequently take place in the class room.

3. FORM IN ENGLISH.

The habit of using incorrect forms of speech is overcome by frequent use of correct forms.

The story, conversation, oral description, directions to play a game, to do certain kinds of work, etc., afford many opportunities to place emphasis upon the correct forms. "Much and varied observation and much and varied expression are the two essentials of the formation of correct habits of speech."

Oral and written compositions are based upon the subject matter of other studies and upon special occasions which may arise.

Many of the rules governing correct forms are developed inductively and are written in note book for the purpose.

Originality is encouraged and emphasized. The children make original rhymes, write original plays, write original directions for making things, etc. These are typewritten and filed for future use.

4. SPELLING.

Sound elements are studied, words are grouped according to phonograms and endings; words are selected from various subjects of study for oral and written spelling. As an additional help in the study of the words the spelling book is used.

5. WRITING.

Children write on the board from the first day, large, round vertical form, free movement. Write with marking crayon on large sheets of paper fastened to board, then on large sheets of

paper on desks, then pencil with large soft lead and smaller sized sheets, and finally the ordinary sheet is used.

The mechanics of reading are studied only as a means to the end of getting the thought. The work in reading is closely associated with that of literature.

### Reference Books for Teachers.



The Teaching of English, Chubb. MacMillan.

The Teaching of English, Carpenter, Baker and Scott. Longmans.

Special Method in Language, McMurry. MacMillan.

Reading, How to Teach It, Arnold. Silver, Burdette & Co.

How to Teach Reading, Hall. D. C. Heath.

School Hygiene (Chapter on Writing), Shaw. MacMillan.

## OUTLINE IN ENGLISH.

### The Kindergarten.

Expression is one of the fundamentals of the kindergarten. From the world of vague notions about things the child's ideas become clarified by his daily experiences in the kindergarten and as his ideas become more definite he is taught to observe different words or words that will more adequately express his thought. The children observe things and people, they play games, sing songs, they take walks and describe them, they listen to stories and verses concerning the things they know, then reproduce and imitate them in action and speech. The stories and poems are selected not only for their interest to the children, but also for their literary merit to assist in establishing standards of good English.

## Grade 1.

### 1. LITERATURE.

Stories and Poems: The Little Red Hen; Little Red Riding Hood; Stories of Clytie; The Anxious Leaf; Stories of Primitive Life; Thanksgiving Stories; Hiawatha's Childhood; The Children's Hour; The Old Clock on the Stairs; Howitt's The Wind in a Frolic; Bjornsen's The Blue Bird; Sherman's Snowbirds; selections from Stevenson, Field, Whittier, Longfellow.

### 2. READING.

The teacher selects material from the child's activities for the first reading lesson. Action sentences are written on the board and interpreted by the children through action and speech. The symbols are associated with the thought they represent. Script is taught before print. New words at first are taught through their association and use with activities and objects and by their place in sentences composed of familiar words.

Phonics are introduced when children begin to confuse words and are taught regularly and persistently each day until the child has power over new words through knowledge of sound elements.

The transition from script on the board to print in the book is made as easy as possible. The use of the word cards printed in large type makes the transition less difficult.

Books read in class during the first year:

Text, For Phonics; The New Education Readers, Book I completed; Book II to page 91.

For Sight Reading: Sunbonnet Babies' Primer, Grover; Beginners' Reader, Bass; Art-Literature, Primer and Book I.

### 3. FORM IN ENGLISH.

Free and full, unconstrained oral expression is gained through the stories, games, nature lessons, etc. The first written statements are selected from these lessons, opportunities are given

to use the correct forms of words; see, saw, seen; run, ran; there is, there are, etc.; use of capitals in writing the names of the children is observed. Use of period and question mark in readers and board lessons observed.

4. SPELLING.

Oral and written; word building; sight words written on board; words selected from all lessons.

5. WRITING.

Large, free rhythmical movements on board. Suggestions in School Hygiene (Chapter on Writing), Shaw.

### Grade 2.

1. LITERATURE.

Stories and poems told to the children are selected from the authors suggested for Grade 1.

2. READING.

Text—New Education Readers, Books II and III.

For Sight Reading—Second Fairy Reader, Baldwin; Book of Little Plays, Johnson and Barnum; Jack and the Bean Stalk; Babes in the Woods; The Tree Dwellers; Dopp.

3. FORM IN ENGLISH.

Exercises to bring about the habitual use of correct forms of irregular verbs and pronouns receive special attention. Originality encouraged and requested in all composition. Children suggest different ways of expressing the same thought. Attention is given to the use of capitals at the beginning of names, days of the week, of the months, of places. Letter writing is introduced.

4. SPELLING.

Word building continued; sight words from reading lesson; words selected from all lessons.

5. WRITING.

Drills on forms of letters. Special attention given to freedom in movement, position, etc.

## Grade 3.

1. LITERATURE.

Stories and poems for reproduction and memorizing found in Guide Books to English, Book I to lesson 50. Poems from Whittier, Longfellow, Wordsworth, Field, Stevenson.

2. READING.

Text—Education Readers, Books III and IV.

Books for Sight Reading—Books of Plays, Johnson and Barnum; Third Reader, Baldwin; Grimm's Fairy Tales; Robinson Crusoe; Adventures of a Brownie, Mulock; Alice in Wonderland, Carroll; The Early Cave Man, Dopp.

3. FORM IN ENGLISH.

In addition to the suggestions made for the first and second grades, Guide Books to English, Book I, Harris and Gilbert is studied to lesson 50. Emphasis is placed upon originality in all composition.

4. SPELLING.

In addition to suggestions previously given, Progressive Speller, Part I, completed.

5. WRITING.

Pen and ink introduced. Ruled paper may be used.

## Grade 4.

1. LITERATURE.

Stories and poems for reproduction and memorizing; Guide Books to English, Book I, lessons 50 to 97 inclusive.

2. READING.

Text—Literature Series, Book IV.

For Sight Reading—King Arthur and His Knights, Radford; Farmer Brown and the Birds; The Golden Touch; Hawthorne; Japanese Fairy Tales, Williston.

Poetry—The children are taught to read poetry. Some child reads a poem to the class each day. Poems from Stevenson, Tennyson, Browning, Cowper, Wordsworth, Longfellow; selections from the Collections. Nature in Verse, Lovejoy; Tree Top and Meadow; Poetry of the People, Gayley and Flaherty.

3. FORM IN ENGLISH.

Special attention is given to originality in rhyme making, in composition of plays and melodies, in descriptions; in writing directions to construct things, to play games, to do work of any kind. Records are made on gardening, on observations of the weather, on scores in games, etc. The children are taught to ask scientific questions in the recitation and to arrange in logical order. These are written in notebooks as a part of the assignments for study. In addition to these suggestions a text is used for part of the work, Guide Books to English, Book I, lessons 50 to 97.

4. SPELLING.

Words are selected from all subjects studied; peculiarities of word-forms studied; drills in articulation frequently given; use of dictionary for pronunciation. Progressive Speller, Book I to section 3, page 52.

5. WRITING.

Freedom and accuracy emphasized. Pen and ink used daily.

**Grade 5.**

1. LITERATURE.

Stories and poems for reproduction and memorizing are found in Guide Books to English, Book I, lessons 97 to end of book. Selections from authors suggested in fourth grade outline.

2. READING.

Graded Literature Series, Book V.

For Sight Reading Bird's Christmas Carol, Wiggin; Wonder Book, Hawthorne; Pied Piper of Hamelin, Browning; King of the Golden River, Ruskin; Story of Ulysses, Lamb; Birds of Killingworth, Longfellow. Poetry—The children are taught to read poetry. See list of authors, Grade 4.

3. FORM IN ENGLISH.

Continued as suggested in outline for Grade 4. Principles and rules of English observed through usage. All such generalizations summarized and written in note book.

Guide Books to English, Book I, completed.

4. SPELLING.

Make up lists of words used in various lessons of the day and place on the board for class to study. Attention given to principal rules of spelling; prefixes and suffixes studied. Use of dictionary. Progressive Speller to Part II, page 81.

5. WRITING.

Suggestion same as for Grade 4.

## Grade 6.

1. LITERATURE.

Stories and poems found in Guide to English, Book II, lessons 1 to 33. Selections from the Bible studied and memorized; biographies studied. Folk stories, songs and poems brought to class, historical bearings discussed and some of the poems and songs memorized.

2. READING.

Books read in class—Great Stone Face, Hawthorne; Legend of Sleepy Hollow, Irving; Birds and Bees, Burroughs; Courtship of Myles Standish, Longfellow; A Hunting of the Deer, Warner; Success of Forest Trees, Thoreau; Hans Brinker.

Poems—Holmes, Kipling, Riley, Bryant, Poe, Tennyson, Browning, Wordsworth.

3. FORM IN ENGLISH.

Summary of technical points previously learned in writing compositions; outline studied. Children are taught how to make outlines of summaries; study of descriptions and debates; writing a biography; writing items for paper; writing advertisements for paper, etc. Guide Books to English, Book II, lessons 1 to 33.

4. SPELLING.

Book, Progressive Speller to page 140. Words selected from other subjects by members of class. Dictionary work.

5. WRITING.

Neat and well written compositions. Letter writing. Business forms.

## Grade 7.

1. LITERATURE.

Stories and poems found in Guide Books to English, Book II, lessons 34 to 60 inclusive.

Poems from the Blue Poetry Book, Lang. Each child is required to choose poems from different authors for his own scrap book and give reasons for choosing poems.

2. READING.

Books Read in Class—Stories of Colonial Days; The Hoosier School Boy, Eggleston; Tanglewood Tales, Hawthorne; Jungle Book, Kipling; A Christmas Carol, Dickens.

Poems—Suggestions in previous outlines; Paul Revere's Ride; How They Brought the Good News from Ghent to Aix.

3. FORM IN ENGLISH.

Writing a school paper; study and writing messages; studies in style; the long and short sentence; descriptions; narrations; Grammar, Guide Books to English, lessons 34 to 60 and sections I and II inclusive.

4. SPELLING.

Attention given to troublesome words in spelling. Lists made by pupils. Dictionary used. Progressive speller completed.

5. WRITING.

Individuality in handwriting, as developed when rapidity and ease are acquired, is permitted and desired.

### Grade 8

1. LITERATURE.

Stories and poems found in Guide Books to English, Book II, lessons 60 to end. Selections from the Blue Poetry Book, Lang. Each child is required to choose selections from different author studied and give reasons for choice.

2. READING.

Books Read in Class—The Iliad, Bryant's translation; Julius Caesar, Shakespeare; The Young Citizen, Dole.

3. FORM IN ENGLISH.

Descriptions; choice of words; study of a story as to style; outline and speech; accuracy of statement; outlines for different subjects. Grammar, Guide Books to English, Book II completed.

4. SPELLING.

Progressive Speller, Book II reviewed. Dictionary work.

5. WRITING.

Letter writing, business forms, newspaper reports, etc.

## Art

This course consists of drawing, constructive work, study of pictures, study and arrangement of beautiful surroundings, and the *application* of drawing wherever needed in the work of any subject or in school room decoration.

It is intended that this course will give (a) a *power* of ex-

pression in connection with the various subjects studied. No other subject offers so many possibilities of correlation with other studies as does the subject of drawing.

(b) An appreciation of the beautiful in nature, in pictures, in arrangement of things about us, in dress and in decoration for various needs.

(c) The study and design as related to industrial work.

It is impossible to place in the outline the entire sequence of the subject as much of it depends upon the subject matter of other studies.

### Outlines for Grades 1, 2, 3, 4.

Media—Chalk and blackboard, crayola, pencil, water color, crayon, clay, scissors, draw, cut, model, paint.

### Illustrative Drawing.

There are many kinds of drawing necessary for adequate expression with brush and pencil and each kind has a definite purpose. To a great extent with the younger children drawing is a language based upon the expressive instinct, hence many opportunities should be given the child in these early stages for free and unconstrained expression of his ideas, thus illustrative drawing is very important in the first three grades. Illustrate: Activities, play, games, work; fall work in the home and field. Illustrate: Stories, poems, songs; Thanksgiving stories; customs and costumes of Puritans; Christmas stories. Illustrate many reading lessons on board. See course in literature, history, reading.

### Nature Drawing.

Two aims.

(a) To show ideas of growth, plants, buds, stem; forms, animals and birds.

(b) To make pleasing pictures from nature, using twigs, leaves, plants, flowers; animals and birds in different positions; study arrangement, balance, color and space relations in placing work on paper.

See course in Nature Study for material.

## Decorative Drawing.

Arrangement for discs, sticks, seeds, leaves, paper cutting into beauty forms. Copy with crayola, or water color. Studies in groups of brush strokes, groups of lines and dots in rhythmical arrangements.

## Constructive Work.

To construct things is a dominant tendency in the child from the time he begins to play with blocks and dig in the sand. This constructive creative instinct in man has led to the erecting of great buildings, beautiful temples, strong bridges, wonderful structures of many kinds.

The aim is three fold (a) to give the child an opportunity to work out his ideas with material that he can wield. (b) To encourage and direct this tendency through the use of various materials in making useful and beautiful things which are in the child's power of appreciation and understanding. (c) To illustrate typical scenes from primitive life and lead to the construction of a modern play house.

### CLAY MODELING.

Dishes, kitchen utensils, flower pots, marbles, seeds, fruits, illustrate activities and stories.

### BUILDING.

Primitive hut, log house, modern doll house furnished. This will necessitate working with cardboard for furniture and textiles for rugs, curtains, etc.

See course in history and literature.

## Representative Drawing.

Not much can be accomplished in drawing from models and type forms in the primary grades, but there can be developed an appreciation of proportion and harmony of line and color toward the objects to be represented.

### Picture Study.

Some lessons should be devoted to the study of the works of art in picture and sculpture, and beautiful scenes from nature.

Artists—Landseer, Raphael, Reynolds, Millet.

### Grades 5, 6.

Media—Chalk and blackboard, crayola, pencil, water color,

### Illustrative Drawing.

Illustrate: Stories and poems. History: Pastoral life, early Aryans; Greek and Roman life; early Teutons; story of Columbus; early Colonial life, etc., as suggested in history outline.

Geography—Life in different sections of the world; Indian life; the Hollanders; Eskimo; Japanese customs, etc., as studied in geography.

### Nature Drawing.

Use all the material the different seasons afford; choose simple yet interesting specimens; observe beauty of line in growing forms; balance of masses; radiation from center of growth; begin to observe values and tones in light and shade and color schemes found in leaves, landscapes, etc.; characteristic tree shapes; rapid sketches from animal pose, cat, rabbit, dog.

Geography—Land forms, plains, slope, hill.

### Decorative Drawing.

Geometric designs; interpretation of leaf and flower forms into designs of beauty for decorating boxes, book covers; stencils and wood block designs for stamping.

### Constructive Work.

Basketry, pottery, structural designs for common household furniture, working drawings studied; drawing to scale.

### Representative Drawing.

Ideas of direction and proportion developed; draw from poses and models. Representative of fore shortened surfaces.

### Picture Study.

Artists—Murillo, Van Dyck, Carot, Angelo, Titian, Rembrandt, Bonheur.

### Grades 7, 8.

Media—Same as suggested for grades 6 and 7.

### Illustrative Drawing.

Character sketches from literature and history. Illustrate in India ink and brush poems and stories.

## Nature Drawing

Observe and try to secure an expression of the comparative strength and delicacy of growth in plants by line. Botanical drawings in connection with the nature study lessons.

Paint and draw twigs, grasses and all material in season; paint autumn and winter scenes. Sketch out-doors.

### Decorative Drawing.

Japanese brush and India ink, pencil, charcoal, color. Designs in groups of lines, spots, placing space relations in black and white, observe flow of line and opposition of line and other elements of harmony, application. See suggestions by Arthur W. Dow.

### Representative Drawing.

Draw from objects single objects, groups of objects, study of perspective in buildings, streets, etc.

### Constructive Work.

Study simple principles of architecture, floor plan of house, front or side elevations. Pictures of well built buildings as to proportion and beauty studied. Surroundings. Ideas of beauty in dress.

### Picture Study.

Artists—Turner, Titian, Durer. Review artists of previous grades.

## Geography

Leaders in geography teaching agree that home geography should be the first division of the subject taught, but as to the second division there is a great difference of opinion. In the words of Prof. Dodge, of Columbia University, the difference is is clearly stated: "Some believe that home geography should spread outward from the school room in concentric waves like the waves from a stone thrown into the water, expanding from the schoolroom, with the school yard, the street, the ward, the city, the county, the state, the nation, the continent, the several continents and the world. Others believe that the line of advance should be like the rays of a spider's web ever radially from the familiar home locality to the unfamiliar distance along the paths of least resistance and deepest interest, until the whole world, and the world as a whole, are related to the home region and to each individual pupil."

The writer has made several tests in the use of the two plans suggested with children beginning the study of geography, and arrives at the conclusion that the latter plan is much more satisfactory.

This year after several unsuccessful attempts were made to bring about a real interest in city and State Geography according to the first plan, the children were given geographies and requested to examine them and be ready to read to the class the

most interesting parts of the book. The result was that each member of the class selected the paragraphs on the different kinds of people, their ways of living, their houses, their work, and the paragraphs upon wil danimals.

The result was that each child wanted to know much more about these subjects than could be answered by the information of the book. A list of questions were made out and study from that time has not ceased to be full of interest. Thus from the interest in the Children of the Cold, the Kongo boy; the Indian tribes; the Japanese and the Chinese; an Arab family; children of the Highlands and children of the Lowlands, etc., much geography of the world has been learned and a power to express in geographical terms has been gained.

Books of reference for teachers:

The new Basis of Geography, Redway—MacMillan. Special Method in Geography, McMurry—MacMillan. Dodge's Geographies—Rand, McNally & Co. Redway's Geographies, Natural Series—American Book Co.

### Kindergarten and Grade 1.

In these years, geography takes the form of nature-study and stories of children in other lands, and of primitive life.

### Grades 2 and 3.

The work in the second and third years consists of a study of:

(a Geographic conditions in connection with the nature-study course; attention to change of seasons, observations of the weather; the earth as the home of man.

(b) Home Geography—Direction; distance; relative position of their own homes to school building; vicinity, natural surroundings; industries of vicinity. At least one type study.

(c) Stories of children in other lands.

## Grade 4.

Peoples, Races, Nations.

Study children of different races, their homes; their work; their ways of travel; their country; location; climate; great land divisions; great water divisions; distance; direction; study of the earth, form, movements; distribution of light and heat.

North America: Position—Great surface features; climate, productions, occupations.

The United States: General characteristics.

Before begining a study of the groups of States, a careful study of the State is made. The West Virginia hills, streams, valleys are studied. After having made a simple study of North America, it is not difficult to fix the relations of the State as to position; to mountain system; to climate belts; etc. The industries of the State receive special attention. At least one type study is made. Special study of the United States and all countries of North America.

Text books introduced: Dodge's Elementary Geography; Frye's Elementary Geography.

## Grade 5.

The special feature of this work is:

(a) To make clear the interdependence of nations.

(b) To point out again and again the relation of occupations and manner of life to climate and physical features.

(c) One of the important aims of all geography teaching which is here emphasized is to develop the subject in such a way that the pupil will ask questions which will lead into the next topic, or so that the pupil will feel the need of the next topic.

After a review of general principles suggested in outline of Grade 4, the work will be followed as given in Dodge's Elementary Geography.

The black globe and slate wall maps are apparatus indispensable.

Text: Dodge's Elementary Geography completed.

References: Carpenter's Geographical Readers.

King's Geographical Readers.

### Grade 6.

First half year, Tarr and McMurry's North America.

The last half year, Tarr and McMurry's Europe; Carpenter's North America; Carpenter's Europe; State Geograph reviewed.

### Grades 7, 8.

Develop principles and show relations to each other:

Mathematical Geography; Physical Geography; Political Geography; Commercial Geography.

Text: Dodge's Advanced Geography completed.

References: Frye's Complete Geography; Redway's Natural Series, advanced; Tarr and McMurry's Complete.

## Nature Study

To serve and to make higher service possible leads to a deeper, richer, keener knowledge of the things about us. Nature study furnishes many oportunities for development "in learning the things most worth knowing to the end of doing the things most worth doing." Too frequently Nature Study lessons consist of talking *about nature* instead of a close association *with nature*. The fundamental principle of this course is to study nature from "Nature's Book." This is the only way in which a sympathetic attitude towards all life, a true appreciation of the beauty in common things and scientific knowledge can be gained.

The chief centers of interest are:

Life Activities of Animals and Plants.

Natural Forces. Sun, rain, snow, wind, etc.

Work with Nature. To understand, to help.

Beauties of Nature. Field, woods, sky, etc., at different seasons of the year.

The chief means are the school garden, field trips (real and imaginary), and the laboratory.

The school garden has for its immediate aims: (a) To learn how plants grow; (b) to learn how to help plants grow; (c) to learn how animals, birds, insects and worms help or hinder plants in growing; (d) to learn the value of plants.

To learn how plants grow necessitates a study of soil, moisture, light, air, heat, etc.

To learn how to help plants grow necessitates careful observation of plants under various conditions, making and keeping records of the same for future use.

To learn how animals, birds, insects and worms help or hinder plants in growing necessitates close observation and a careful study of life histories of important and troublesome insects and worms, as related to soil and plant, a study of animals and birds as friends of plants.

To learn the value of plants, necessitates a study of those used for food—the vegetables; those used for beauty—flowers, bushes, vines, trees, for beautifying unsightly places; for general improvement of yards, lawns, streets, etc.

Animals, birds, insects and plants are to be studied in their respective environments so far as possible. The work in the laboratory does not consist in dissecting and pulling to pieces insects and flowers, but the laboratory is the place to make experiments to understand natural forces as air, heat, etc., to make preparations for gardening. Seeds are germinated, plants are rooted and potted, roots are grafted, and the effects of the different conditions of moisture, light and atmosphere are carefully observed.

Books of reference for teachers:

Nature Study and Life, Hodge. Ginn & Co.

Nature Study and the Child, Scott.

Rural School Agriculture, Davis. Orange Judd Co.

Among Country Schools, Kern. Ginn & Co.

How to Make School Gardens, Hemenway. Doubleday, Page & Co.

Soils, Fletcher. Doubleday, Page & Co.

### Kindergarten and Grades 1, 2, 3.

The general outline for the kindergarten and the first three years is very much the same, but the work is adapted to the capacity of the class.

General Characteristics of the Seasons:
tions, activities of plant and animal life in each season observed. Field trips.

Animal Life: Animal pets, their habits, their needs, their care; other animals of the farm, use, habits, needs; some familiar wild animals, squirrel, rabbit; birds, insects, tadpoles studied in their natural environment; stereopticon study of interesting wild animals; bird study.

Plant Life: Striking characteristics of common trees studied from observation during the different seasons; work in the garden, fall and spring. Dormant plant life in winter; beauty and use of plants.

Natural Forces: Sun, frost, wind, and their use; water forms, snow, and ice crystals.

### Grades 4, 5.

General Characteristics of the Seasons:

Animal Life: The earth worm, insects, birds and other animals related to the garden, studied from observation. Large wild animals studied from stereopticon lectures, picture, descriptions. Bird study.

Plant Life: Gardening—*fall,* collecting and storing seeds and bulbs; rooting and potting plants for windows; *spring,* special study of soils, kinds, physical properties, origin and modes of formation; seed germination, hot bed, cold frame, work in individual garden. Records made and kept. Use of plants for food, protection, inventions. Beauty—Plants used to make surroundings more beautiful.

Natural Forces—The weather; records made and kept; weather reports and weather maps studied.

### Grades 6, 7, 8.

Elementary forestry; elementary physics; elementary botany; the farm; civic improvements. Bird study.

In addition to the garden work suggested in the outline each class in the school will be given a special problem for the year, one class will have the responsibility of a tulip bed, another, a crocus bed, another, a geranium bed, another, a bed of salvia, another a row of sweet peas; others will be given portions of the back yard to improve.

## Arithmetic

The child spontaneously begins his study of arithmetic before he enters school. He has had innumerable experiences in measuring and judging distance, area, volume, size, form, weight, force, time, and in counting objects and in seeing groups of objects. It is the plan of this outline to suggest means by which his development may continue through these various subjects of number.

There are three phases of arithmetic work considered of great importance for the kindergarten and first four grades:

(a) Experience in games and constructive activities through which the children feel the need of arithmetic.

(b) A classification of the facts learned and drills for the sake of retaining.

(c) The processes which of themselves are interesting to the children.

### Kindergarten and Grade 1.

Work with materials which involve measurement and counting; weaving; cardboard work; housebuilding; gardening; games involving counting and keeping score; drills in memorizing facts

learned through these activities; multiplication tables; denominate tables, etc.

Through counting, measuring, combining, the children compare volumes, surfaces, lengths, expressing indefinite relations as large, small, short, long, longer, longest, etc.; definite relations expressed by terms as equal, round, square, etc.

First grade pupils may be guided through the number facts contained in the Arithmetic Primer, Hall, to page 40.

### Grade 2.

The work continues as suggested in the outline for Grade 1, constructing and experimenting, recording facts gained and developing tables.

The forty-five combinations, addition facts; the ideas of the units of measure, the inch, foot, yard, dozen, pint, quart, gallon. peck, etc.; counting by twos, threes; multiplication table to 3 times 12.

Work given as suggested in the Arithmetic Primer, Hall, to page 75; Primary Arithmetic, Bellefield and Brooks, 20 pages.

### Grade 3.

Constructive activities and measurements of floor space, play ground, garden, etc.

Book used by class for sight work: Smith's Primary Arithmetic, to page 150.

### Grade 4.

In the grade more time is spent in securing accuracy of statement and speed in performing the fundamental operations.

Milne's Progressive Arithmetic, Book I, is completed.

### Grade 5.

Review of measure of lengths, surface and volume; intelligent drills in factoring; fractions, common and decimal.

Milne's Arithmetic, Book II, to page 104.

### Grade 6.

Milne's Progressive Arithmetic, Book II, Part III.

### Grade 7.

Milne's Standard Arithmetic.

Topics omitted.

Reference books:

Teaching of Elementary Mathematics, Smith. MacMillan.

Psychology of Number, McLellan and Dewey. Appleton.

Talks on Teaching (Chapter on Arithmetic), Parker. Kellogg.

The Elementary School and Teachers' College Record, numbers on teaching arithmetic.

## History in Grades

The work in the first four years consists of stories from literature, stories of primitive peoples and biographical stories.

History and geography are closely related, are in fact bound together. History and literature are not less closely bound together and merged into one than history and geography. Literature deepens the lessons of history.

Interspersed with pictures, maps and books to be read, the fifth year is given studies of the primitive life of the Aryan peoples, of the Hebrew peoples, of the Egyptian, Greek and Roman peoples. The studies are of stories giving ideas of the customs and manner of living. Believing that it is of far greater importance to get ideas into a child's life than to get facts, we give time to these studies, teaching the physical difficulties and benefits imposed by rivers, deserts, lakes, mountains, forests and plains, this is made clear by maps and drawings. Customs of dress, hand-work and the manner of securing a living are freely discussed. From these stories we take up the story of Columbus,

bringing out the ideas of the shape and size of the earth and that this idea had been taught years before, bringing this to the point of Columbus sailing and tracing on the maps his voyages. This is followed by the discoveries of Spanish, French, English, and Dutch; this is interspersed with stories of Spanish, English, French and Dutch life, all the time making free use of pictures, maps and blackboard sketches.

The sixth year will review the early explorations, placing emphasis upon the conditions in England. A study of the Cabots in a short story. A study of Magellan, Cortez, De Soto, Coronado, Drake through story, reference books and the use of maps. Continuing by making a study of Indian life, manners and customs. From the Indian life we pass on to Colonial life, manners and customs, developing the geographical conditions.

In the seventh year the study of the development of the Colonies, the strife with England and the development of the constitution.

The eighth year completing American history, leading to the political, social and economic conditions.

## REFERENCE BOOKS FOR TEACHERS.

### Grades 1, 2, 3, 4.

Story of the American Indian, E. S. Brooks.
American Indians, Frederick Starr Jardon.
Wigwam Stories, Mary C. Judd.
Little People of the Snow, Myer.
The Frozen North, Edith Horton.
When the World was Young, E. V. Brown.
Wandering Heroes, Lillian Price.
Colonial Children (Source Reader No. 1), Hart.
Life of George Washington, Scudder.
Child Life in Many Lands, Blaisdell.
Biographical stories, Columbus, Captain John Smith, Franklin, Edison.
The Pilgrims in Their Three Homes, Wm. S. Griffis.
Brave Little Holland, W. S. Griffis.
Hans Brinker, Mary Mapes Dodge.

**Grades 5, 6, 7, 8.**

Graded Course in History, Kemp.

Stories of the Olden Time. Myths, legends, and historical tales.

Old Stories of the East, Baldwin.

Customs and Fashions of Old New England, Alice Morse Earle.

Child Life in Colonial Days, Alice Morse Earle.

Home Life in the Colonies, Alice Morse Earle.

From the Old World to the New, Marguerite I. Dickson.

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# French in the Grades

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The Story of the English, Guerber.

The Story of the Christians and Moors of Spain.

American History as Told by Contempories, Hart.

Hart's Source Book.

Household History, United States, Eggleston.

Historians History of the World.

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That French is taught in the Elementary School with success, is well known. It is no longer an experiment. The work in the kindergarten and the first four years proceeds through games and songs and conversation. Little or no English is spoken during the recitation and care is taken not to teach names of things merely and stilted forms of expression, but instead, words and groups of words and sentences connected with the child's experiences, given in such a way as to develop a habit of thinking in French.

The fourth grade begins a French Primer the last part of

the year and the work continues through conversation, picture books and elementary readings through the upper grades.

French books of interest to the children:

Livre Des Enfants, Paul Bercy.

Mon Premier, Tour du Monde, Hachette.

Mon Premier, Alphabet, C. Hachette.

Mon Historie de France, Hachette.

Mon Historie Naturelle, Hachette.

Japprends a Campter, Hachette.

Un, Deux, Trois, Hachette.

# Music

### Kindergarten.

Rote songs with attention to expression, smoothness of tone and position of body.

Games and devices for recognition and production of tone.

### Grades 1, 2, 3.

Continue work of Kindergarten. Recognition and production of tones on scale. Some idea of different keys. Rote singing, 2 songs a month.

### Grades 4, 5, 6, 7, 8.

Begin vocal drills and scale practice; oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm, songs for one and two voices; Rote songs; Charts B and C. Educational Music Course.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Shirmer. Songs for Little Children, Books I and II, Smith—Bradley. Songs of the Child World, Books I and II, Gaynor—Church. Songs of Life and Nature, Smith—Silver, Burdette & Co.

# Kindergarten

MISS GARNET REA, Teacher.

Froebel started the first Kindergarten in 1840, in Germany, and twenty years later the first attempt was made in this country. But the new movement was such an innovation on the old educational systems that it had only a precarious existence up to about 1890. Since then its growth has been rapid and its influence far-reaching.

The development of the Kindergarten, in its present achievements, in its promise, and especially in its tendency to infuse its spirit into every department of learning, is recognized as the most important educational departure of the past hundred years.

The broad culture obtained by a thorough kindergarten training is coming to be valued for itself alone. There is no other field of study where young women can get so good a preparation for the varied duties of life, even when not expecting to take up the work as an avocation. It develops the best that is in them and fits them for the highest of all professions, that of motherhood.

# Kindergarten—One Year

**First Term (20 Weeks).**

Philosophy of Kindergarten.
Froebel's Gifts.
Froebel's Occupations.
Froebel's Mother Play.
Kindergarten Games.
Programmes.

Training School

**Second Term (20 Weeks).**

Songs.
Relation of the Kindergarten to the Home and Public School.
Handwork.
Observation and Practice.
Literature and Art in the Kindergarten.

*—Persons who have not completed Professional Course; also High School graduates with addition of Psychology, Child Study, Pedagogy and History of Education.

# Students

**Seniors.**

Amos, Frank Rezin----------Fairmont
Ayer, Perie Blanche----------Grafton
Barnes, Herbert Spencer----------Benton's Ferry
Bartlett, Lena Tracy----------Farmington
*Bumgardner, A. G----------Mt. Claire
*Boyles, Melville P----------Philippi
*Brown, Carl Fuller----------Fairmont
Clayton, Bertha----------Tollgate
Coffman, Georgia Lee----------Grafton
Crowe, Blanche Happae----------Fairmont
Creel, Mary Gertrude----------Morgantown
Davis, Ella Clifton----------Clarksburg
Davis, Pearl Grace----------Cameron
Donham, Katherine Ferne----------Fairmont
Elliott, Ivadella----------Parkersburg
Farrell, Margaret Marie----------Fairmont
Fetty, Lulu----------Hagans
Fortney, Lillian Parker----------Fairmont
Fortney, Minnie Rae----------Fairmont
Gatrell, Mary Elizabeth----------Fairmont

Graham, John Allen---------- Broomfield
Green, Harry Horton---------- Bridgeport
Gregory, Alfred Fleming---------- Webster Springs
Hamilton, Glenn Burke---------- Fairmont
Heenan, Tina---------- Clarksburg
Henry, Agnes Lee---------- Fairmont
Hibbs, Ethel---------- Fairmont
High, Fannie Gertrude---------- Romney
Hoover, Alicia---------- New Cumberland
Kane, Mary Freda---------- Clarksburg
*Kennedy, Margaret Frances---------- Fairmont
*Kline, Roma Irene---------- McMechen
*Knapp, Mary Gray---------- Morgantown
Lanham, James George---------- Watson
Lloyd, Sarah Exley---------- Fairmont
McCuskey, Frank Crim---------- McMechen
*Michael, Grace---------- Fairmont
Peters, Alvis Heber---------- Fairmont
Peters, Elsie Marie---------- Fairmont
*Poling, Herman J---------- Philippi
Prickett, Evelyn E---------- Montana Mines
Prickett, Mary Lucinda---------- Catawba
Richards, Margaret Dickey---------- Fairmont
Riggs, Virginia---------- Fairmont
Roberts, Loella---------- Grafton
Robey, Esther---------- Fairmont
Rose, Frances Dola---------- Mannington
Shurtleff, Oliver---------- Fairmont
*Smith, Alta Ann---------- Fairmont
Snider, Jessie Napier---------- Fairmont
Swiger, Goldie May---------- Fairmont
Walters, Ota Gertrude---------- Clarksburg

Total, 52.

*The above finish the course within the year.

## Juniors.

Barnes, Frank---Benton Ferry
Bartlett, Clara---Grafton
Boggs, Lucy---Fairmont
Brooke, Harry---Bridgeport
Butcher, Opal---Fairmont
Byer, Eunice---Fairmont
Chalfant, Blanche---Shinnston
Conoway, J. L---Barrickville
Cook, Alice V---Cameron
Davis, Elizabeth---Fairmont
Farnsworth, Erma---Buckhannon
Founds, W. G---Lone Tree
Ford, John---Fairmont
Frazier, Mary---Newburg
Gaskins, Ethel---Fairmont
Gould, Mary Pearl---Farmington
Hart, Harry---Tunnelton
Harshbarger, Jennie---Anderson
Hayhurst, Carl L---Pennsboro
Hennings, B. D---Philippi
Hurst, Julia---Wolf Summit
Hutton, Isis---Belington
Jones, Oral J---Grafton
Keck, Martie---Amos
Kidd, Effie---Clarksburg
Knapp, U. A---Fairmont
Layman, Ellen---Fairmont
Layman, Walter---Fairmont
Lawson, Carl---Bridgeport
Lemley, Fred---Burton
Lemley, Lena---Core
Little, Elsie---Watson
McCuskey, Charles---McMechen
McClung, Chessie---Tolbert
Manley, Percy---Monogah
Mathew, N. G---Independence

Merrifield, Ruth---Fairmont
Mosteller, Fay---Mannington
Moyers, K. A---Cave
Nelson, Roy---Independence
Nuzum, Ida---Bridgeport
Orr, Ida---Wallace
Phillips, Russell---Fairmont
Powell, Mary B---Fairmont
Reed, Boyd---Boothsville
Richardson, Edwin---Shinnston
Stark, L. A---Bridgeport
Robinson, Gertrude---Lumberport
Robinson, Grace G---Fairmont
Shank, Bly---Fairmont
Scott, Harry---Fairmont
Schlobaum, Lulu---Woodlands
Shepherd, Osborne---Pennsboro
Swearengen, Pearl---New Cumberland
Talkington, Icie---Fairmont
Toothman, Glenn---Beechwood
Toothman, Homer---Mannington
Toothman, John---Farmington
Van Devender, Mary---Spencer
Wilson, Nellie G---Fairmont
Yost, Janie---Fairmont

Total, 61.

### Sophomores.

Abbott, Virginia---Fairmont
Amos, Fay---Rivesville
Armentrout, Carney L---Horton
Barnes, Madge---Fairmont
Barnes, Mary---Benton Ferry
Barnes, Virginia---Fairmont
Bishop, Margaret---Fairmont
Black, Hazel---Pine Grove
Bock, John L---Farmington

Bruffey, Georgia---Roanoke
Byer, Bessie---Fairmont
Carter, Carl---Mt. Harmony
Clayton, Leda---Tollgate
Clelland, Trixey---Catawba
Coffendaffer, E. W---Jane Lew
Cunningham, Leona---Elkins
Cunningham, Leora---Elkins
Cunningham, Susan---Rivesville
Curry, Madeline---Burnsville
Edwards, Oscar---Atwood
Elliott, Vevia---Parkersburg
Fleming, William---Monongah
Fox, Bessie---Newberne
Freeman, Lola---Grafton
Garner, Beulah---Fairmont
Hadix, Bessie---Farmington
Hall, Daisy---Philippi
Hardesty, Anna---Shinnston
Hatfield, Arla---Fairmont
Hess, Cora---Worthington
Hess, John---Worthington
Hileman, O. C.---Tunnelton
Holt, Hazel---Fairmont
Howell, Clyde---Uffington
Hurst, Hattie---Wolf Summit
Jamison, Jessie---Fairmont
Jones, Laura---Fairmont
Kennedy, David---Boothsville
Kiddy, Laura B---Sago
Kline, Darrell---Monongah
Kline, Harvey---Monongah
Koon, Cline---Monongah
Lee, C. B---Palestine
Lowe, Jessie---Fairmont
Lowe, Mabel---Fairmont
McCann, Stella---Fairmont
McCool, Katherine---Fairmont

McKinney, Tilla---Fairmont
Manley, Ruth---Monogah
Martin, Harry---Mannington
Mason, Flossie---Grafton
Michael, Denzel---Fairmont
Miller, Harland---Benton Ferry
Moore, Lloyd---Barrackville
Moran, Leroy---Grafton
Murray, Basil---Farmington
Musgrove, Grover---Bunners
Myers, Lillian---Monongah
Parker, Alice---Fairmont
Parrack, Cecil A.---Terra Alta
Phillips, George---Fairmont
Prickett, Floyd---Fairmont
Romine, Earl---West Milford
Romine, J. R---Lost Creek
Reeves, Alta---Fairmont
Scranage, Louis---Grafton
Shaffer, Lou---Valley Furnace
Sheets, Hazel---West Milford
Shinn, Howard---Enterprise
Smith, Dawn---Fairmont
Snider, Otis R---Watson
Springer, Lulu I---Flemington
Starcher, Harvey---Vadis
Sturm, Felix---Enterprise
Swisher, Julia---Fairmont
Talkington, Ada---Fairmont
Thacker, Clarence---Fairmont
Thacker, Ethel---Fairmont
Tierney, Nicholas J.---Fink
Tennant, Jettie Pearl---Amos
Trunick, Margaret---Clarksburg
Van Gilder, Willa---Fairmont
Van Tromp, Iva---French Creek
Van Tromp, Aleta---French Creek
Wright, Edna---Mooresville

Wright, Lona---Mooresville
Wright, Frank---Rivesville
Wilfong, Florence---Opekiska
Wilson, Bertha---Watson
Total, 89.

### Freshman and Unclassified.

#### Girls.

Allman, Floy---Jane Lew
Ammons, Nellie---Mannington
Amos, Stella---Rivesville
Barbe, Georgia---Jane Lew
Bartholow, Edna---Fairmont
Bartholow, Eula---Fairmont
Bartholow, Jo---Fairmont
Bartlett, Ethel---Grafton
Ball, Elsie---Fairmont
Beaty, Hattie---Mannington
Billingslea, Georgia---Worthington
Bock, Bessie---Farmington
Bolton, Lillie---Belington
Boyer, Mary---Fairmont
Brady, Lulu---Junior
Brake, Genevieve---Auburn
Bunner, Pleasant---Gould
Burner, Nellie---Adrian
Burnett, Adda---Farmington
Canter, Edith---Fairmont
Carpenter, Lillie---Fairmont
Carr, Grayce---Loudenville
Clayton, Edna---Fairmont
Clayton, Cora---Fairmont
Conoway, Gertrude---Barrackville
Conoway, Erma---Barrackville
Coss, Hannah---Mt. Morris
Cowell, Blanche---Wadestown

Crowell, Sada---Fairmont
Crothers, Bernice---Cairo
Cunningham, Sallie---Smithfield
Dadisman, Minnie---Grafton
Danley, Gypsy---Fairmont
Davis, Ella G---Fairmont
Davis, Margaret---Leroy
Davis, Minta---Hammond
Davis, Fannie---Fairmont
Donham, Asia---Fairmont
Donham, Bessie---Fairmont
Deegan, Fannie---Fairmont
Dugan, Martha---Uffington
Elbow, Zelma---Junior
Engler, Bertha---Helvetia
Farnsworth, Willard---Buckhannon
Fast, Mary---Grafton
Fiser, Florence---Fairmont
Floyd, Oolah---Barrackville
Flaherty, Anna---Monongah
Fox, Ula B---Fairmont
Garrett, Genevieve---Coalton
Gaskill, Bertha---Fairmont
Giles, Anise---Grafton
Glass, Edythe---New Cumberland
Gordon, Rata---Fairmont
Gould, Myra D---Farmington
Grose, Lucy---Barrickville
Grove, Gypsy---Landrum
Gump, Sada B---Mannington
Hamilton, Lena---Fairmont
Hardesty, Elsie---Shinnston
Hall, Hattie---Amos
Harris, Fannie---Fairmont
Harris, Ethel---Fairmont
Hart, Lou F---Tunnelton
Hartley, Frankie---Shinnston
Hays, Ruby Alice---Monongah

Henderson, Rena---Grafton
Higinbotham, Mary---Watson
Hill, Anna---Independence
Hite, Mary---Fairmont
Holle, Laura---St. Clara
Holle, Retta---St. Clara
Hood, Hazel---Rivesville
Hough, Katherine---Fairmont
Ice, Jessie B---Fairmont
Ice, Bettie---Barrackville
Irons, Vallie---Colfax
Jackson, Elizabeth---Anthem
Jacobs, Edna---Fairmont
Jones, Mayme---Weston
Kann, Elizabeth---Everson
Keenan, Frances---Glovers Gap
Kessel, Helen---New Cumberland
Kidd, Julia---Clarksburg
Kirby, Anna---Ellamore
Kyle, Lucy---Monongah
Lawson, Bertie---Adrian
Lambert, Clara---Watson
Linger, Mona---Roanoke
Long, Anna---Parsons
Lynch, Nina---West Milford
Lynch, Frances---Bridgeport
McCord, Amanda---Amos
McDougal, Lessie---Fairmont
McNemar, Alma---Farmington
Malone, Tallie---Grafton
Marsh, Lola---Homer
Martin, Grace---Mannington
Martin, Minnie---Shinnston
Mathew, Grace---Independence
Mathew, May---Junior
Mathew, Ruth---Junior
Maxon, Edith---Mt. Morris, Pa.
Merrifield, Grace---Fairmont

Miles, Bertha---Ivanhoe
Miller, Anna---Fairmont
Miller, Dessie---Endicott
Miller, Grace P---Fairmont
Mills, Jessie---Mt. Clare
Moran, Mattie---Fairmont
Morgan, Katheryn---Fairmont
Morgan, Ora---Farmington
Morris, Jessie---Fairmont
Morris, Salina---Hagans
Morrow, Lucy---Fairmont
Murphy, Agnes---Bealls Mill
Murphy, Irene---Bealls Mill
Musgrove, Hattie---Bunners
Musgrove, Winnie---Bunners
Nay, Marie---Fairmont
Neptune, Jessie---Barrackville
Neptune, Leola---Barrackville
Nuzum, Osha---Watson
Parish, Kate---Mannington
Patmon, Norma---Fairmont
Pierce, Edna---Mountain Lake Park
Powell, Minnie---Amos
Pyles, Maude---Amos
Queen, Irma L---Mt. Clare
Ramage, Pansie---Fairmont
Reese, Ruth---Fairmont
Reynolds, Gypsie---Fairmont
Rinehart, Mamie---Watson
Robb, Grace---New Cumberland
Robb, Lucile---New Cumberland
Robison, Jeanette---Barrackville
Rogers, Gracie---Grafton
Saunders, Ada---Hammond
Satterfield, Leota---Fairmont
Satterfield, Lessie---Nestorville
Scranage, Lillian---Grafton
Snodgrass, Georgia---New Martinsville

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

Shaw, Marian----------Fairmont
Shelby, Sarah----------Morgantown
Sherwood, Clella----------Sherwood
Shinn, Jennie----------Fairmont
Simpson, Rowena----------Blacksville
Snider, Jessie----------Fairmont
Springer, Lula V----------Fairmont
Stafford, Adessa----------Fairmont
Stephenson, Opal----------Weston
Stephenson, Willie L----------Weston
Storey, Ruth L----------Amos
Straight, Georgia----------Barrickville
Strother, Lillie----------Wilsonburg
Summers, Myra----------Fairmont
Swiger, Mabel----------Monongah
Talkington, Edna B----------Fairmont
Tennant, Georgia Dee----------Amos
Thomas, Pearl----------Knottsville
Traugh, Orpha----------Watson
Van Gilder, Willa----------Fairmont
Vandiver, Ann----------Burlington
Vincent, Mamie----------Watson
Wade, Effa----------Blacksville
Wade, Georgia----------Hagans
Wilfong, Edna----------Opekiska
Wiggonton, Mary----------Fairmont
Williams, Laura----------Fairmont
Wilson, Grace----------Fairmont
Wince, Addie----------Philippi
Wise, Estelle----------Fairmont
Withers, Inez----------Bridgeport

Total girls, 175.

**Boys.**

Adams, Archie----------Fairmont
Ash, J. E----------Glovers Gap
Ash, Russel V----------Metz

Auvil, Carl L.----------Rivesville
Augustus, Walter----------Fairmont
Ayers, John W----------Everson
Barnes, Frank----------Benton Ferry
Barnes, George R----------Fairmont
Billingslea, Frank----------Fairmont
Blocher, Marx----------Fairmont
Bock, Joseph W----------Farmington
Bolyard, Creed----------Fellowsville
Bradley, Fred A----------Grafton
Brake, Hugh----------Buckhannon
Bumgardner, Mark R----------Mt. Claire
Burner, B. L----------Philippi
Burnes, Robert----------Fairmont
Carmichael, J. M----------Cameron
Carpenter, Denzil----------Fairmont
Carpenter, Ira C----------Erbacon
Carter, A. F----------Clarksburg
Christie, Hyson----------Bridgeport
Coffman, I. Hugh----------Shinnston
Conoway, E. M----------Board Tree
Copenhaver, Fay----------Wallace
Crowser, John W----------Mannington
Curry, E. Dale----------Lost Creek
Curry, James T----------Grafton
Dadisman, A. J.----------Grafton
Danser, Charles F----------Tunnelton
Davis, Claude ----------Fairmont
Davis, James Earle----------Farmington
Davis, Lon H----------Worthington
Douglas, Guy C----------Philippi
Eckels, Caryl----------Fairmont
Feeney, Thos. J----------Burnesville
Fetty, R. Mayne----------Fairmont
Fisher, Frank M----------Fairmont
Fleming, Guy----------Fairmont
Fortney, Harvey C----------Worthington
Fortney, Walter D----------Worthington

Garrison, Willis----------Auburn
Gaskins, Walter----------Fairmont
Gladwell, Artie----------Alton
Gregory, Frank----------Webster Springs
Griffith, Allen Reed----------Uffington
Griffith, Wm.----------Morgantown
Haines, Jesse L----------Wadestown
Hall, F. Glenn----------Fairmont
Hall, Leonidas H., Jr----------Weston
Hamrick, Fred W----------Webster Springs
Harvey, Earl G----------Tunnelton
Hawkins, Cline L----------Farmington
Hawkins, Harry B----------Worthington
Hawkins, Herbert O.----------Fairmont
Haymond, F. F----------Fairmont
Hayes, John J----------Fairmont
Headlee, Lansing----------Mt. Morris
Hill, Herschel M----------Fairmont
Henzman, Jay G----------Weston
Holland, Chas----------Little Falls
Holman, Lucian O----------Fairmont
Holt, Harry L----------Fairmont
Honaker, Harry----------Monongah
Hood, Robin A----------Rivesville
Ice, Charles F----------Mannington
Ice, Herschel----------Worthington
Jones, Albert F----------Catawba
Jones, Arthur L----------Mannington
Jones, Oscar B----------Catawba
Lake, W. F----------Fairmont
Lamb, Harry B----------Farmington
Lantz, Ralph B----------Mt. Claire
Layman, Eugene----------Fairmont
Lemley, Harry----------Blacksville
Lewis, Henry----------Fairmont
Malone, Lawrence----------Montana Mines
McMillen, Harvey H----------Masontown
McCord, James H----------Amos

McDougal, Thos. F.....Fairmont
McNichols, John H.....Wuss
Marsh, Flodden.....Wallace
Martin, Chester.....Wyatt
Martin, A. Glenn.....Shinnston
Mason, Howard C.....Mannington
Mathew, W. R.....Independence
Metz, Clifford H.....Mannington
Miller, Hanson C.....Grafton
Miller, Joshua.....Farmington
Minnear, Thomas C.....Worthington
Moore, John.....Amos
Moore, John F.....Blacksville
Moore, Okey W.....Amos
Moore, Wilbur.....Amos
Morgan, Archie.....Farmington
Mullady, Thos.....Fairmont
Murphy, John W.....Fairmont
Musgrove, J. L.....Burners
Myers, Benjamin.....Core
O'Connor, Emmett.....Harding
Parsons, Loren.....Fairmont
Paugh, Daniel O.....Philippi
Pratt, Arlie C.....Canton
Prickett, Charles R.....Fairmont
Prickett, E. Robert.....Catawba
Pride, R. C.....Burners
Queen, E. C.....Buckhannon
Queen, Homer C.....Buckhannon
Rich, Stanley.....Fairmont
Reinheimer, Malvin.....Fairmont
Renner, Edward.....Mt. Morris
Reynolds, Avon.....Fairmont
Rogers, Wm. J.....Grafton
Robinson, Stanley.....Mannington (Deceased)
Shafer, Omer C.....Grafton
Skidmore, Edwin.....Harding
Slawter, Harry.....Bridgeport

Smith, H. V.....Fairmont
Snider, Benj. T.....Montana
Snoderly, Jay I.....Fairmont
Snoderly, J. O.....Fairmont
Stalnaker, G. G.....Philippi
Stephens, Evans C.....Mooresville
Stewart, Harry.....Fairmont
Stockdale, Charles E.....Burton
Stout, Bruce.....Bridgeport
Sturm, Ira R.....Worthington
Sweeney, Miles.....Freemansburg
Swiger, Mancer.....Fairmont
Talkington, Martin L.....Lima
Taylor, Jesse H.....Fairmont
Tennant, Arlie.....Amos
Tennant, Glen.....Amos
Tetrick, Harold H.....Fairmont
Tetrick, J. Lloyd.....Worthington
Thomas, Rastus.....Metz
Turner, James.....Fairmont
Walmsley, Gordon.....Fairmont
Watkins, Paul.....Watson
Wilson, Fred E.....Amos
Wilson, Russell J.....Amos
Withers, Gordon.....Bridgeport
Wolfe, Grover.....Mt. Claire
Wyer, Forest G.....Wallace
Zoll, Dudley.....Monongah

Total boys 145.

Total freshmen and unclassified 320.

### Piano Students.

Alford, Helen
Brookover, Carrie
Brunner, Pleasant
Clayton, Leda
Crothers, Bernice
Cunningham, Sallie
Dollison, Katheryn
Doolittle, Mrs. Ralph
Dresbach, Mrs. Earl
Duncan, Martha
Engler, Bertha
Flick, Blanche
Forman, Yon Ella
Gaskins, Ella
Gould, Pearl
Hamilton, Goldie,
Hart, Lucile
Hart, Mary
Hood, Hazel
Hurst, Hazel
Ice, Jessie
Knight, Nell
Long, Anna
Love, Mabel
Murphy, Irene
Nuzum, Ethel
Post, Genevieve
Powell, Minnie
Price, Blanche
Prickett, Kathleen
Probst, Mary Ellen
Reppert, Miss
Sheets, Hazel
Sherwood, Clella
Smoot, Cal
Tennant, Jettie Pearl
Torrey, Georgie
Willey, Walter
Wilson, Cora
Wright, Edna
Wright, Lona

Total 42

### Public School Music.

Arnold, Ethel
Heenan, Tina
Kincade, Cora
Kincade, Lillian
Kincade, Stella

### Harmony.

Duncan, Martha
Gaskins, Ethel
Hamilton, Goldie
Harshbarger, Jennie
Heenan, Tina
Hurst, Julia
Ice, Jessie
Knight, Nell
Long, Anna
Torrey, Georgie

## Musical History.

Duncan, Martha
Hamilton, Goldie
Heenan, Tina
Hurst, Julia
Long, Anna
Torrey, Georgie

## Training School Roll.

Grades 1 and 2.

Kenneth Abbott
Mary Hurst
John Bartholow
Walter Hart

Grades 3 and 4.

Mary Greer
Marjory Haas
Helen Pool
Bertha Smoot
Fred Danner
Joseph Fleming
Joseph Greer
Denzil Hayhurst
Eugene Orr

Grade 5.

Edith Hartman
Florence Dowden
Darice Queene
Danie Basnett
Virginia Cook
Doris Broh
Herbert Hamilton
Clarence Hart
Dawson Evans

Grade 6.

Mabel Williams
Katherine Brennen
Dorsey Abbott
George Gaston
Virgil Fitzhugh
Joseph Neideck

Grades 7 and 8.

Minnie Kendrick
Clara Hall
Edna Wilfong
Rose Bolton
Edna Huffman
Bessie Alltop
Fannie Davis
Arthur Watherwax
Archie Koon
Herschel Hamilton
Harry Honaker
Glen Strum
Hunter Neely
Eli Fortney
Walter Schiminsky
Harry Stewart

Kindergarten.

Chrintene Scott
Dorothy Scott
Elvira Gilmore
Helen Dobson
Isabelle McKinney
Lucille Hite
Margaret Layman

Margaret Larkin
Virginia Eastman
Jean Scott
Alfred Brady
Carter Jones
Dwight Mason
Forest Hartley
Harrison Conaway
Herman Bartholow
Howard Bryan
Joe Coulan
Joe Haas
John Race
Leopaul Dardenne
Mulford Smith
Robert Watson
William Layman

Grades 1 and 2.

Evelyn LaVelle
Gertrude Moon
Edwildo Johnson
Victor Weedy
Albert James
Dee Johnson
Edward Burr

Grades 3 and 4.

Jennie Russell
Mabel Moon
Hildegard Weedy
Patsy Pilligram
Wayne Tennant
Frank Billingslea
Willie Rogers
Lonnie Shoemaker
Raymond Salvati
James Leon

Grades 5 and 6.

Nina Burr
Rose Conaway
Vivian Hammer
Stella Harlow
Mary Rice
Mary Wilfong
Lester Harbart
Oral Wilson
James Price
George Huey
Donald Snider
Riger Vernon

Grade 7.

Mary Crim
Dulcie Provance
Grace Robinson
Beatrice Tennant
Beulah Hammer
Opal Huey
William Burr
Laurence Floyd
Challen Ice
James Moore
Omer Satterfield
Russel Francis
Phillip Erwin

Grades 4, 6 and 7.

Laula Addis
Anna Connel
Pearl King
Opal Fesler
Anna Snider
Blanche Hunsaker
Virginia Kidder
Irene Addis

| | |
|---|---|
| Nora Donley | Guy Gascons |
| Bonnie Fleming | Willie Kerns |
| Mary Lawson | Harry Watkins |
| Laura Moon | Leo Salvati |
| Hazel Fesler | Jessie Harmon |
| Katherine Grace | Dallas Nuzum |
| Alta Cozard | Walter Pyles |
| Mildred Meyers | Total 133. |

**Summary.**

| | |
|---|---|
| Students in Music Department | 63 |
| Students in Expression | 110 |
| Students in Stringed Instruments | 75 |
| Students in Physical Culture | 28 |
| Pupils in Training School | 133 |
| Total | 409 |
| Students not counted below | 245 |
| Students in Summer School '08 | 80 |
| Students in Summer School not counted below | 60 |
| Seniors | 52 |
| Juniors | 61 |
| Sophomores | 89 |
| Freshmen and unclassified | 320 |
| Total different regularly enrolled students not included in Departments above | 582 |

The Pearl Club

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PRESS OF
WHEELING NEWS
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# Fairmont State Normal School

# BULLETIN

Series Five Number Eight

## Catalogue Number

## July, 1910

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Published by the West Virginia State Normal School at Fairmont, West Virginia.

In the Moonlight.

# Fairmont

# State Normal School

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FAIRMONT STATE
TEACHERS COLLEGE LIBRARY
FAIRMONT, W. VA.

# Bulletin

## JULY, 1909

Catalogue for the Year Beginning September 15, 1909,
and Ending June 13, 1910

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Announcements for the Year Beginning
September 14, 1910, and Ending
June 14, 1911

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FORTY-FIRST CATALOGUE

NEWS-MAIL COMPANY, CHARLESTON, W. VA.

## ANNOUNCEMENT 1910-1911.

Registration Day, Tuesday, September 13, 1910.

Examination Day (for higher standing), September 13, 1910.

Fall Term Begins Wednesday, September 14, 1910.

Training School Opens September 19, 1910.

Thanksgiving Recess, Wednesday evening, November 23, to Monday, November 28, 1910.

Fall Term Closes Wednesday, December 1, 1910.

Winter Term Begins Wednesday, January 4, 1911.

Washington's Birthday, February 22, 1911.

Winter Term Ends Friday, March 24, 1911.

Spring Term Begins Wednesday, March 29, 1911.

Annual Sermon to School, June 11, 1911.

Commencement, June 16, 1911.

Summer Term Begins Monday, June 19, 1910.

Fall Term Begins Wednesday, September 13, 1911.

## STATE BOARD OF CONTROL.

CHARLESTON.

James S. Lakin ..... Terra Alta

John A. Sheppard ..... Williamson

Thomas E. Hodges ..... Morgantown

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## STATE BOARD OF REGENTS.

Morris P. Shawkey ..... Charleston

State Superintendent of Free Schools and President of the Board.

M. C. Lough ..... Fairmont

George S. Laidley ..... Charleston

John B. Finley ..... Parkersburg

G. A. Northcott ..... Huntington

---

PRESIDENT,

CHAS. J. C. BENNETT.

FIRST ASSISTANT,

C. L. STOOKSBERRY.

PRECEPTRESS OF WOMAN'S HALL,

MISS MARY I. SCOTT.

DEAN OF WOMEN AND LIBRARIAN,

IDA M. ABOTT.

JANITOR,

GEORGE STARN.

FINANCIAL AGENT OF WOMAN'S HALL,

L. A. STARK.

## FACULTY 1909-1910.

CHAS. J. C. BENNETT, A.M., Ph.D.....President

A. B. University of Nashville, '89; A. M. ibid, 1892; student W. V. U., 1890-1892; A. M. Leland Stanford, Jr., University, 1896; student in Chicago University winter and spring 1901; Ph.D., Columbia University; instructor in Wesleyan College, Buckhannon, 1892-'95; principal Palo Alto High School, 1897-8; instructor in Psychology, State Normal School, San Jose, Cal., 1898-1904; instructor in Philosophy and Education, Louisiana State University, 1905-1907; present position since 1907.

CARL LEROY STOOKSBERRY, A.B., A.M.....Ancient Classics

Student N. E. O. Normal College, Canfield, O., "99-'01; teacher Public Schools of Ohio, five years; Supt. of Schools, Petersburg, O., 1904-1905; A.B., Mt. Union College, Alliance, O., 1906; Asst. Latin, M. U. C., 1906; Supt. of Schools, Mogalore, O., 1906-1907; A.M. Harvard University, 1908; Member of Harvard Classical Club, Member of Classical Association of Middle West and South; First Assistant in F. S. N. S. since 1908.

MONTANA HASTINGS.....Superintendent of Traning Department

State Normal School, Emporia, Kan., '90-'91; also summer '98; K. G. diploma, '91; Drake University, Des Moines, Ia., '92-'93-'97, diploma, '97; Chicago University, Summer Schools, 1900-1901; Columbia University, Summer Schools, 1902-1903; 1905, regular session 1 1-2 years, 1905-1906, A.B., 1909; primary teacher, 1897-1900, Des Moines, Ia.; Asst. Supt. of Schools, Joplin, Mo., 3 years, 1900-1903; head of Training Department State Normal School, Kirksville, Mo., 1903-1905; head of Training Department, Fairmont State Normal School, 1907—.

E. E. MERCER, A.B.....Mathematics

A.B., University of Nashville, 1891; teacher in Waco College, Waco, Texas, 1892-1893; Prin. of Schools, Berkely Springs, W. Va., 1893-1895; teacher in F. S. N. S., 1895-1899; Prin. Fairmont High School, 1899-1901; teacher in Mathematics F. S. N. S., 1901; Student Harvard Summer School, summer of 1904-1906; spent summer of 1907 in Europe.

MRS. N. R. C. MORROW, M.E.L.....English

M.E.L., Beaver College, Pa., 1880; Taught New Cumberland Public Schools, 1880-1882; Taught F. S. N. S., 1882-1890; Asst. Prin. 1884-1889, Prin. 1889-1890; spent summer of 1888 in Germany; summer of 1890 in Great Britain and Germany; Pres. West Virginia W. C. T. U. and platform speaker; 1894-1904; Pres. Fairmont Public Library Assn. since 1892; Student at the W. V. U. Summer 1906; Student Columbia University Sucmer Schools 1907-1909; present position since 1906.

HAROLD FRANTZ ROGERS, A.B., A.M.....Natural Science

A.B., W. V. U., '02; Teacher of Science, F. S. N. S., 1903-1904; Glenville Normal School, 1904-1906; A.M., Harvard University, 1908; Member of American Chemical Society.

ELIZABETH MATTINGLY STALNAKER, A.B...German and French

A.B., West Virginia Univ., 1902; Instructor History and French, Shepherd College, 1902-1903; Instructor Modern Languages, Shepherd College, 1903-1907; Student, Columbia University, Summer 1904; Travel and Study in Europe, Summer 1906; Student, Alliance Francaise and Cours Delaruemenil, Nogue, Paris, Summer 1907; present position since 1907—

ALICE G. GOTCHALL.....Assistant in English

Graduate Marshall College, State Normal School, '99; A.B., Oberlin College, '05; Taught one year at Athens Normal; two years at the West Liberty Normal.

A. J. DAVIS, A.M., L.L.D.....Psychology, History of Education, Etc.

M. E. D., State Normal School, Edinboro, Pa., 1881; M. S., Lebnon, O., 1886; A. M., Bucknell University, Pa., 1888; L. L. D., Monongahela, Pa., 1889; County Supt. of Schools, Clarion County, Pa., 1875-1880; Supt. Training School for Natives, Sitka, Alaska, 1885; Principal State Normal School, Clarion, Pa., 1888-1902; Fairmont State Normal School, 1909.

JEAN OLIVE HECK, B. A., M. A.....Superintendent Primary Work

B. A., University of Cincinnati, 1907; M. A., University of Cincinnati, 1908; teacher in Cincinnati Public Schools, 1909.

D. W. WORKING,.....Agriculture

B. S. Kansas Agricultural College; A.M. University of Denver; Superintendent Extension Work, West Virginia University.

AMY L. RIDGELY.....Art

Graduate and Post-Graduate of Maryland Institute, Baltimore, Md., 1906; Teachers' College, summer of 1907, New York University; Teacher of Normal School, Fairmont, W. Va., 1906.

W. A. BEER, M.E.D., A.M.....Sociology and History

Teacher in English, Soule College, New Orleans, 1880-1881; State Normal School, Slippery Rock, Pa., 1889-1890; Supt. Clarion County, Pa., 1893-'02; District Supt. Sardis District, Harrison County, W. Va., 1908.

MARY I. SCOTT.....Kindergarten

Graduate of Pittsburg Kindergarten College.

IDA MARGARET ABBOTT.....Dean of Women and Librarian

Graduate State Normal School; teacher in Public Schools, Fairmont, 1883-1885; teacher in Grafton Schools, 1885-1894; Fairmont in Public Schools and Private Work, 1894-1901; State Normal School, Fairmont, 1901-1908; student Summer School, Chicago Unicersity, 1907; correspondence work in Chicago University.

DESSIE PROTZMAN.

Teacher's Certificate of Graduation, West Virginia University, 1907; pupil of Edwin Richter, W. V. U., 1908-1909; at present pupil of Louis Black, W. V. U.

C. B. LEE.....Teacher of Penmanship

## THE STATE NORMAL SCHOOLS.

There are six State Normal Schools in West Virginia, viz.: Marshall College, Fairmont State Normal, West Liberty State Normal, Glenville State Normal, Shepherds College and Concord State Normal. These institutions differ in size only. *Their courses are exactly the same,* being selected by the same Board of Regents, each subject is studied the same length of time in all their schools, the diplomas from one have the same legal worth as from the other. *Two of them are called Colleges, but they, as all the others, are simply first rate High Schools* (if the Academic courses are in mind) or Normal Schools if reference is made to the teachers' traning work. These two institutions were founded in buildings which were formerly used by Colleges and when the State organized them as Normal Schools the old names were retained. This information is given since many young people think they are going to college when they go to the above named schools.

Again under the law all the Normal Schools excepting the one at Huntington are branches of the last named one. This is true only in that *they were established after* it was founded. As was said, they are all equal before the law in the grade of their courses and in the worth of their diplomas. All the Normal Schools have the Academic courses which fit a boy or girl for college, but *are in no sense colleges themselves.*

### PURPOSES OF THE NORMAL SCHOOLS.

The Normal Schools of West Virginia are organized and supported for three purposes—to *provide qualified teachers for the public schools,* and in the second place *to give a good academic education to students preparing for college,* and in the third place to give the opportunity to young men and women who wish to prepare for life, independently of going to college.

Large purposes, as indicated above, belong to Normal Schools in common with all the other good schools. But in the last few years the purpose as shown in the name "Normal" is coming to the front and now this school is making a specialty of *traning teachers for the common schools of the State.* It is to this end that the training

ANNA McGARVEY
ENOLA WAGNER
N. G. MATTHEW
W. G. FOUNDS
RUTH MERRIFIELD
BLANCHE CHALFANT
HOMER C. TOOTHMAN
HARRY BROOKE
O. J. JONES
CALLIE NUZUM

Freshmen Class—1916.

school was established. Also the school is a fine High School and as such our graduates are entered well in the State University at Morgantown or any other good colleges.

## HISTORY OF THE FAIRMONT NORMAL SCHOOL.

The Fairmont State Normal School is one of the oldest schools in the State. It was really founded by the citizens of the City of Fairmont in 1865, and is a monument to the intelligence and enterprise of the people in what was then a small town.

The town started the new building, which has now become well known as the "Old Normal," but before it was finished, the State by an act of the Legislature, in 1867, joined with the town in its construction.

This old building, now used as one of the ward schools of Fairmont, was supervised by Dr. Blair, who was principal up to 1878. In it were educated hundreds of West Virginians. Its brightest men and women. Dr. Blair was one of the most scholarly men ever at the head of the Normal and gave the institution such a standing in those early days that it rivaled the University in the number of its students, and the breadth of its instruction. The town of Fairmont used one part of the Normal building as a public school, but with the growth of the town and the school, a separation became necessary. At that time, an iron bridge nearly a hundred feet in height, had been built across Coal Run, thus opening up and connecting with Fairmont, a beautiful tract of rolling country. Through the skillful management of Professor J. Walter Barnes, who was then principal, a goodly-sized piece of land was secured in this new section, and an appropriation of $32,000 secured from the Legislature for the erection of a new building. This amount was increased by $15,000 obtained from the sale of the old Normal to the City.

In February, 1892, at the City of Charleston, the contrct ws let for the construction of the present Normal building, and on June 4th the corner-stone was laid by the Masons with imposing ceremonies. On March 27th, 1893, the school formally took possession of the new building, with an interesting program of exercises.

## BUILDINGS AND GROUNDS.

The building is constructed of red brick with stone sills and lintels. It is well proportioned and presents an imposing appearance. It has a frontage of 100 feet, with a depth of 150 feet.

The basement contains gymnasium rooms for ladies and gentlemen, janitor's room, storage rooms, and rooms for the heating apparatus.

The first story contains four recitation rooms for the teachers of French and German, of Mathematics, of English Language and Literature, of History and Civics, the Physics and Chemistry laboratory, and then a room for the Training School. These comprise the kindergarten room (the children of the grades), School room, and the lecture room for the Training School teachers.

The second story contains an attractive chapel, which is used for morning exercises and as a daily study hall, the rooms of the teachers of Latin, of the Assistant in English, of the Art teacher, also the Library, the offices of the President and the First Assistant.

The third story contains the large auditorium, one of the most attractive and satisfactory assembly halls in the State. It is capable of seating one thousand people. It is furnished with opera chairs and as one of its ornaments has a Grand Concert piano. Also on the third floor is the private instruction room of our teacher in Instrumental Music, and two large halls for the Mozart and Lyceum Societies.

The building is finished throughout with West Virginia pine and presents a very pleasing effect. The outside steps and platform are Cleveland sandstone with ornate buttresses and trimmings. The entrance to the building from Fairmont avenue is adorned with a handsome vestibule, which contains an ornamental steel ceiling. A Howard clock with dials eight feet in diameter adorns the tower. This elegant edifice is placed upon a most beautiful location in what is known as the South Side of Fairmont. The grounds, occupying an entire square, have been recently graded and terraced and a splendid stone wall runs the entire length of the grounds along Fairmont avenue, Second street, Gaston avenue and Third street. Many ornamental shade trees and vines, planted years ago, are now grown and give shade and beauty to the Campus. The building is the most complete and commodious single school building in the State. A cut of the complete building and the Woman's Hall may be seen on another page of this catalogue.

## THE WOMAN'S HALL.

MISS MARY SCOTT, Preceptress.

The Dormitory, or Woman's Hall, is an attractive three-story building adjoining the Normal building, containing kitchen, pantry, large dining room—large enough for 44 students and teachers at one time—rooms for the housekeeper and family, seven large rooms for teachers, and 22 rooms for lady students, two in a room, besides parlors and reception halls, also study hall—all rooms finished in oak, and techers' and students' rooms furnished with substantial furniture—iron beds, springs, mattresses, wardrobe, center table, wash

stand and bowl, pillows, two chairs and one rocker. Students who wish to room in the Hall bring pillow cases, sheets, towels, napkins and comfort or blanket.

Board and room only $2.40 to $3.25 a week, according to location of room.

One dollar per term is required extra which sum is used to defray expenses incident to the general wear and tear of the Hall. Naturally, this is not refunded.

The Woman's Hall dining room is open to young men as well as young women. They can buy meal tickets for $3 (21 meals). A large number of the young men take advantage of this privilege, especially those who come in on the trolley.

The Hall is also the social center for students. After meals the students gather in the spacious parlors for conversation, innocent games and music. By the liberality of students and Faculty, a new piano has been placed in the parlors for the students' enjoyment.

Quite frequently the students of the school have social, literary, and religious meetings in these parlors.

The Hall is not only a place to live, but is intended to be a real place of education, in all those gentle arts and manners that are needed in polite and refined society. On this principle the preceptress is expected to look after the table manners of the students, the way they demean themselves to each other, how they keep their rooms, and their observations of the laws of health.

The simple old rule of love and consideration is the only one which is used as the basis of the regulations in the Hall. Where so many are gathered together, with rooms adjoining, and above and below each other, there is the necessity as well as the greatest opportunity of the cultivation of the proper behavior in view of comfort and rights of one's neighbors. So students are expected during study hours (which are from 7:30 to 10:00 P. M.) to refrain from noise in the halls or their own rooms, which would disturb those who wish to study. This has come to mean especially abstaining from talking in the halls, heavy walking, running up and down the stairs, and letting the water run in the bath while the bath room door is open.

Then, from 10:00 P. M. until the rising bell (6:30 A. M.) every one is expected to be quiet enough to allow those who wish to sleep to do so. This is insisted upon, as one noisy person can disturb many people.

The students' consideration is expected to extend also to those in the kitchen who serve them. This means that they will be on time for their meals, will ask for no meals to be carried to the rooms, except in case of sickness, and will return trays to the kitchen.

Our Hall is a home and we wish the girls to take pride in keep-

ing their rooms attractive. To do this students must refrain from scratching matches on the wall throwing paper and dirt behind the radiators, etc. It is a part of an education to keep the room attractive, as well as it should be a part of one's religion not to abuse the property of another. We insist all the way through the Normal that the knowledge of facts, and the discipline in study are only important phases of your education; equally important are good taste, just and cultivated appreciation, consideration of the welfare and happiness of others.

An inventory of all the things in the student's room is made on her entering it, and she is expected to replace anything which is destroyed by her carelessness.

The money received from students pays only for the food and service, and the daily care of the halls. The State pays for all the rest; namely, heat, light, repairs, furniture, so that the student gets the board at cost and room, light, etc., free. This, again calls for the cultivation of care and economy on the part of each one, as the amount saved thereby goes to increase the comfort of all.

This last point finds opportunity for being exercised in another way. Very much of the work about the Hall is done by girls who are working their way through the Normal. They are our most worthy students, and to make their tasks as light as possible, their hallmates are encouraged to be careful about keeping the hall clean.

The Hall this year was fully equipped with fire escapes. One was made into a covered passage way, leading from the second story of the Hall to the Normal building. This facilitates quick passage from class rooms to bed rooms, or one of the parlors for quiet study. Also in rainy weather, it is a great convenience, especially for those not overly strong. It is virtually living in the Normal building.

The building is lighted by electricity. Steam is used to heat the building, so that the halls and rooms are all comfortable.

All three floors are fitted out with bath rooms containing porcelain bath tubs, wash bowls and closets. There is hot and cold water, day and night. This is made possible by an automatic water heater in which the gas is never turned out.

The Hall has the Consolidated telephone, which has connections all over the country, and in the Normal building is the Bell 'phone also.

## LIBRARY.

Miss Ida M. Abbott, Dean of Women and Librarian.

"The true University is a collection of books."—*Carlyle.*

The alumni library, started about twenty years ago by the Alumni Association, formed the nucleus of the present Normal library. Books

have been added during the recent years, until now it contains about 5,000 catalogued volumes (this does not include government reports, of which there are over 2,000), and is especially complete in the departments of pedagogy, history, literature and economics.

The use of the library facilitated by a card catalogue, according to the Dewey decimal system, containing the title of every book, and the name of its author. Great care has been taken in the selection of books, and the use of them made by the students shows that the collection has been well chosen. The number of reference books is unusually large.

On the second floor, near the president's office, is a well-lighted room, which is fitted up for a library and reading room. It is furnished with cases, reading tables and easy chairs.

The library should be the student's intellectual home. When he comes here he should take several hours in going from case to case, and thus familiarize himself with the character of the books in each section. Also he should have a note book in which he notes down the names of books which he hopes to read while here. When the new books are placed on the desk, he should carefully look through the table of contents, notice the authors and decide whether he would wish to read the book later. Too many students come here as they go elsewhere, and simply study the tert book, whereas they should remember that a text book furnishes "texts" only, and that the full "sermon" is to be found in the splendid treatises in the library.

Each teacher hands to the library a list of books which the students of his class need for additional reading to his subject.

The library has a large number of the best periodicals. It will be a good thing for the students to look over the contents of all the best ones each month as they come in and read the few articles in each one which appeal to him. But he should select out some first rate worthy newspaper, as the Outlook or Literary Digest, to read carefully. so that he may keep intelligently abreast of the times. Spending, however, very much time in reading the magazines, especially the stories, is largely a waste; better put the time on a good solid book.

In this note book, the student should list some books which he is going to buy as soon as he is able. It is better to read a few books over and over, and to master them. These should later be bought. But the library enables one to get acquainted with these books beforehand.

"The library may be regarded as the solemn chamber in which a man can take courses of all that have been wise and great and good and glorious amongst the men that have gone before him."—G. Dawson.

## RULES AND REGULATIONS.

The library is open from 8 A. M. to 5 P. M. of every school day, and from 8:30 to 12 M. on Saturdays.

Books may be retained two weeks, and renewed for the same length of time, provided there is no special demand for them; such as are needed for class-room work are limited to one night.

Every book must be charged at the librarian's desk before being taken from the room; when it is returned, the borrower should see that the charge is cancelled.

Conversation and conduct inconsistent with quiet and order are prohibited in the library and adjoining halls, not only during school hours but at all times when the library is open.

Magazines are not to be taken from the library during month for which they are issued.

The student should soon familiarize himself with the card catalogue by means of which he can readily find if a certain book is in the library, and just where it is.

A fine of three cents a day will be charged for each day over two weeks.

## CURRENT LITERATURE.

Leading articles in the magazines are reported on in the several composition classes, and the students are required to read articles assigned by the teachers. In this way public questions are thoroughly discussed. Current topics in newspapers are also reported from week to week.

## READING ROOM.

An excellent reading room is maintained for the school, and many of the leading periodicals are furnished, among which are the following:

Atlantic Monthly, Charities, Country Life in America, Correct English, Current Literature, Book News, Education, Ladies' Home Journal, Primary Teacher, North American Review, Review of Reviews, World's Work, West Virginia School Journal, Normal Instructor, Scribner's Magazine, McClure's, The Outlook, The Harper's Weekly, Collier's Weekly, Saturday Evening Post, The Delineator, Woman's Home Companion, The Educator, Literary Digest, Cosmopolitan, St. Nicholas, Kindergarten, Good Housekeeping.

## SUGGESTIONS TO NEW STUDENTS.

1. Write the President beforehand that you are coming.

Also let him know if possible what train you will come on to Fairmont.

2. When you arrive come straight to the office of the Normal School. *Here a list of rooms and boarding places is kept on file and old students are on hand to show new ones a place to live.*

3. The office keeps on hand a list of places where one may fine board and room or rooms only, meals being taken in clubs; or of rooms with privileges for cooking.

4. Come expecting some little difficulties in one way or another; this is but a part of life, come expecting to be home-sick, this simply shows a good quality of human nature, but have grit; don't be a "quitter;" shortly things will be adjusted and you will be glad you did not give up so easily.

5. Come expecting to attend the church of your choice. Start the first Sunday and connect yourself with some church home. Feel free to call on the pastor of your church when in any difficulty.

6. Come the first day. On that day an effort is made to adjust the schedule so that you will not have two or more subjects which you wish, coming at the same hour. Also the *classes meet the first day;* the recitation period is shortened very considerably but is long enough for the teacher to assign the new lesson, make the roll, etc.

The office is up the first flight of stairs, and to the front, just over the main entrance.

7. Students are requested not to pursue too many studies at one time.

8. Do not endeavor to room very near the building; a little walk will aid you in keeping well.

9. The following suggestions are given to enable new students to matriculate more readily. 1. Pay incidental fee of ($2.00) at General Office and on the first day of school if possible. Old students will pay 50 cents extra if they enroll one day late, and 25 cents for each day thereafter, up to the amount of ($1.50). 2. Leave the enrollment card with the president and with your receiipt go to one of the members on classification of new students.

10. Get books from the general office, where they are kept on sale at the hour just before chapel—

11. Present your receipt to your subject teacher that she may put you on her roll.

12. It is a great error to suppose that coming in late makes no difference. You can be taken care of if you come late, but we begin here on time. Students are admitted at other times, but must ac-

commodate themselves to the conditions of classes at the time of entrance.

13. Come expecting to stay in town on Friday nights and over Sundays. Home going hurts a student's work severely and cuts out large periods time which he needs for generous reading in the library, essay wditing, etc. Also it is very desirable that every student join a literary society whose meeting time is Friday night.

14. Place the money you have by you for the term's expenses in a bank and pay off your bills by check. This prevents theft or loss of money and gives you experience with an important business form.

## SUGGESTIONS FOR CHOOSING STUDIES.

A student is expected as a rule to follow the regular program of studies in one of the four courses. Variation from the order of studies is permitted to special students, those who do not expect to graduate. All substitutions of elctive studies must be approved by the President and recorded on the student's card in the office

No substitution will be permitted which changes the character of a course. For example, one may not substitute for any of the teacher's work in the Normal course, the French in the Modern Language courses, the Latin in the Classic courses.

No credit is given in the Normal course on previous experience in teaching until after the student has taught in the training school. Then credit may be given.

## ADMISSION.

Any white person of proper moral character having sufficient preparation may be admitted to the school at any time. The age of applicants must be—male, not less than fourteen, and females, not less than thirteen years. It is desirable that all students enrolling shall have previously completed the common school course of study, but arithmetic, United States History, etc., may be taught whenever, in the opinion of the Principal, such may be necessary. The common school course liploma, or a first or second uniform certificate will be taken, or the student can pass entrance examination.

Upon entering school, the student will be placed in such class or classes as his attainments and ability warrant. Students desiring to enter the third or fourth year classes will be permitted to do so, provided they can pass a satisfactory examination in all the branches belonging to the preceding year.

## FREE TUITION.

Tuition is free to all students.

## OTHER EXPENSES.

An incidental fee of $2.00 per term is charged. This fee is due at the time of enrollment and must be paid on entering.

A method called "rooming" is very popular here, both with the students and with the families who take boarders. It is this: The student pays so much for the furnished room ($1.00 to $1.50) and for cooking, he supplying his own provisions. Whatever he provides is cooked, and his room is taken care of by the family as it would be were he boarding. By this method the cost is reckoned at about $2.50 to $2.75 per week, and the only inconvenience is the matter of providing.

Students who desire to board in clubs can reduce expenses to $3.00 per week by practicing economy. Board can be obtained at rates ranging from $3.50 to $4.00 per week, including room, fuel and lights. Those desiring to room alone can usually do so by paying a higher price.

Arrangements for board can be made better after arrival than by correspondence.

Table board has been given at Hall to both sexes for $2.50 per week. Rooms in Boys' Hall are 50c. Each boy furnishing his room. Rooms generally are $1.00 per week.

## VISITORS.

Visitors are made welcome at all times. Teachers and eductors are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our chapel exercises. The school belongs to the State. Our friends show their interest by paying it an occasional visit.

## RELIGIOUS ORGANIZATIONS.

A Young Men's Bible Class has been organized under the Supervision of the International Committee of the Students' Y. M. C. A. The class seeks to cultivate the habit of daily, systematic study of the Bible. Membership is entirely voluntary. All young men of the institution are cordially welcomed. By special invitation the young ladies of the Y. W. C. A. joined the Young Men's Bible Class during the Spring Term of 1908, Rev. J. C. Broomfield serving as teacher. These organizations and this Bible Class have wielded a great influence for good in the school.

At the last city election the saloons were voted out of Fairmont, so that hereafter parents can send their sons to a town without the open and legal temptation of vice. The moral sentiment

of the town is high, and will tend to uphold children in the way they should go.

## CREDIT FOR WORK DONE IN OTHER INSTITUTIONS.

Credit is given on any of the courses in this school for work done in any other creditable school. This does not apply to the Science, especially Physics and Chemistry, unless the school has a laboratory equipment somewhat commensurate with the one in this Normal School.

Some credit, also, is given on Teachers' Certificates where the grade is above 90%.

## EXAMINATIONS.

In the regular class work the teacher holds no set examinations except for those students who have been absent from recitations eight or more times in a term; such students will be given a special examination, the others are given such tests and reviews as will not extend beyond the regular recitation period. This tends to discourage the cramming which goes on for final examinations, keeps the students in touch all the time with the whole of their past work and necessitates the teacher keeping in close acquaintance all the time with the student's progress. The work begins on the first day of the term and since there are no final examinations it continues up to the last hour of each term. The periods are fully short as they are and the school endeavors to begin and close on time.

Candidates for graduation are permitted to close their work a few days before commencement.

New students entering the Normal for the first time are usually assigned without examination to such classes as in the judgment of the President and the Assignment Committee they are prepared to pursue. Students who have failed in any branch may take an examination in it the day before the beginning of the next term, if they show that a reasonable amount of study has been put upon it.

For special examinations a charge of $1.00 will be made.

## SUMMER SCHOOL.

Our Summer Schools have been a great success. We have had the largest schools of any in the State barring the University. Our Training School had plenty of children in it, and was an attraction to those who wished to go back to their school rooms better teachers.

The faculty for 1909 was C. J. C. Bennett, Pres.; C. L. Stooksberry, drector; Dr. Maxwell Adams, Prof. A. E. Chrislip, Miss Ida Abbott, Prof. W. A. Beer, Prof. Lawrence B. Hill and Miss Gertrude Creel.

First, teachers will be given such courses as they usually wish to aid them in taking the regular courses in the Normal School; and, second, in passing the teachers' examination. Any work done in the Summer School will be accredited on a student's course in the Normal, just as if it were taken in any other term.

Prof. Hill had charge of the training department and gave a course of lectures on Education. All of the teachers gave lectures on some phase of the teachers' work, method administration or theory.

This Summer School is not intended in any sense to be a merely large "Summer Normal" of the type found abroad in the State. Its purpose is to do much more purely professional training while at the same time it gives the facts and knowledge for passing teachers' examinations.

This latter work it ought to do much better than small "Summer Normals," as there are several teachers and each one is largely a specialist in his line. At present a tuition of $1.00 per week is charged, which gives entrance to all the classes.

The Summer School runs eight weeks, and begins two days after the regular commencement. It is to be a regular feature of the Normal.

### NORMAL PUBLICATIONS.

The Normal School publishes four bulletins a year. In the future most of the numbers will contain results and statements of the work of the Training School and papers on vital school topics by one or more members of the Faculty.

The students run a bi-weekly, "The Fairmont Normal School Bulletin," which keeps up the history of the old students and graduates and gives current news of the Normal School.

The Student Body brings out a year book, whose purpose is to preserve the pictures of students and familiar scenes about the institution, stories and incidents of the every day school life. It is called "The Mound," and its first editor was Mr. Oliver Shurtleff.

## SESSIONS OF SCHOOL.

In the Fall and Spring the working hours are from 8:05 A. M. to 12:15 P. M., and from 2 P. M. to 5 P. M. Very few subjects will be taught at the very early and very late periods, in order to accommodate those who come in from a distance. The recitation periods are 45 minutes long, including five minutes for classes to change.

An effort will be made to keep the larger part of the afternoon open for work in the Laboratories and in the library. There is no desire to have a one-session-per-day-school, and both teachers and students are expected to accept work which comes in the afternoon as well as that which comes in the forenoon. However, students are not required to remain in the building when they have no recitations and so can often get part of the work they wish at the time which permits them to do other work in the town or to go home early in the day.

## SCHOLARSHIPS FOR GRADUATES OF F. S. N. S.

Washington and Lee University, Lexington, Va., worth $50.

The Tulane University of Louisiana, New Orleans.

Graduates of the school can learn all particulars concerning these scholarships by addressing the President of the Fairmont Normal School, Fairmont, W. Va.

## MORAL CULTURE.

This school is a State institution, and as such is in every respect unsectarian. It esteems sound morality, obedience to truth and virtue, and a courteous regard for the opinions of others as matters of paramount value. Everything that would contaminate the moral character incur reproach or weaken virtuous habits, is carefully guarded against. There are eleven churches in town, with regular Sabbath services, each having prosperous Sabbath schools, and other Christian organizations. Students are cordially

welcomed to these privileges. All students are expected to be present at the chapel exercises of the school each day.

Under this heading comes the use of promptitude, of neatness, of cleanliness, of orderliness, much pressure is placed on the student to make him do these things, not because the school teaches them, but because his Higher Self demands them; to respect his own tastes; to sit in judgment on his own actions; self control in light of intelligent ideals to the purpose; to secure good conduct when no one is around.

Realizing how closely manners and morals are related, and also how closely connected manners are with success in life instructions is given the boys and girls in the proper customs for the church, the street, the train, the table, the library, etc.

The one large thought which is held up as a guide to actions of all sorts, and behind all the rules of the School and the Dormitory, is that all of these make up the religious man or woman, the good man or woman.

There are two distinct religious organizations, which are described: the Y. M. C. A. and the Y. W. C. A.

It is expected that all students properly observe the Sabbath and attend church on that day with some one of the congregations of the town. No immoral, profane or dissipated person can remain a member of the institution. Parents need have no fear in this respect in sending their children to this school.

## Y. M. C. A. OFFICERS.

H. M. Queen.....President
C. L. Lawson.....Vice President
W. E. Buckey.....Secretary
E. W. Coffendoffer.....Treasurer

## Y. W. C. A. OFFICERS.

Lou Shaffer.....President
Beulah Garner.....Vice President
Anise Giles.....Secretary
Lola Freeman.....Treasurer

## THE STUDENT BODY.

Last Fall all of the students were organized into an association that will be able to consider matters relating to all of the students. It is an important means for developing the spirit of the students in relation to the school, and of training themselves in the ways of self government. As a body, it appoints the editors

of the school paper, and of the Year Book, Athletic Committees etc. A due of ten cents is expected from each student.

## OFFICERS OF THE STUDENT BODY ASSOCIATION.

Harry Hart ..... President
Bruce Stone ..... Vice President
Lida Clayton ..... Secretary
Rancel Romine ..... Treasurer

## EXECUTIVE COMMITTEE.

C. G. Musgrove, Chairman.
W. E. Buckey. Ida Nuzum.

## GYMNASIUM AND ATHLETICS.

The Gymnasium is well supplied with apparatus consisting of striking bags, chest machines, dumb bells, Indian clubs, horizontal bars, parrallel bars, etc.

One of the greatest mistakes new students make is to neglect the proper physical exercise. Boys and girls, however robust and vigorous, cannot afford the experiment of going from the class room to the study hall continuously. They lay themselves open to the attack of disease and reduce their capacity for good mental work. Our gymnasium has the proper apparatus for strengthening weak parts, as the abdomen, the back the chest, etc. Not only is it used by the older students, but regularly the children of the grades go to it with a teacher as a guide.

The old Chapel has been converted into a Gymnasium, which is large, airy and well lighted. The floor has been oiled, screens have been put in the windows and other improvements have made this one of the best basket ball floors in the State.

A strong Athletic Association has been organized and foot ball, basket ball, base ball, track team work, tennis and gymnasium work receive due attention.

A tennis court and croquet grounds are also provided for use in the pleasanter weather.

The school encourages foot ball, and base ball by aiding the students financially, in equipping themselves with balls, bats, etc. and renting parks for playing. This is done not only for giving the chance of exercise, but also to give opportunity for the cultivation of self-control, endurance, management of group, ability to co-operate, etc. When one asked Wellington at Waterloo where he learned how to, he announced "at Rugby playing foot ball."

President Jordan, of Standford University, once said "the football men of today will be the men of California tomorrow."

## ATHLETIC OFFICERS.

C. B. Lee.....President
Boyd Reed .....Vice President
Vevia Elliott .....Secretary
H. C. Toothman.....Treasurer
G. R. Toothman .....Mgr. Foot Ball
D. W. Kennedy .....Mgr. Basket Ball
J. L. Conaway .....Mgr. Base Ball

## LITERARY SOCIETIES, CLUBS, ETC.

For many years there have been two flourishing literary societies connected with the school, the Mozart and the Lyceum. Many have been the friendly contests between the members of these two groups, and the value of the time in public expression, in the use of good English, questions of general interest, and in many other good habits, connected with vigorous thinking and proper social relations have been very valuable.

The lessons taught in these societies are equal to those coming from taking any one subject in the curriculum, and all new students are urged to join one of them soon after entering the Normal.

The following are the officers:

## MOZART LITERARY SOCIETY.

E. E. Knight.....President
Fred Lemley .....Vice President
Willie Rowan .....Secretary
H. G. Starcher.....Treasurer
O. A. Richmond.....Critc
Vern Hall .....Doorkeeper

## NORMAL LYCEUM.

W. G. Founds .....President
J. R. Romine .....Vice President
Beulah Lake ..... Secretary
Mamie Rinhart .....Treasurer
Jesse Jamison.....Critic
J E. Leaman .....Sergeant-at-Arms

## POSITION FOR TEACHERS.

This school does not provide positions for its graduates or undergraduates, but it will aid them in securing places whenever it is possible. Trained teachers are always in demand. We have many inquiries for good teachers at excellent salaries, and during the past year a larger number of our students were engaged in teaching than ever before, and yet we had calls which we were not able to supply. We are making a specialty of providing primary and grammar grade teachers, and solicit inquiries from teachers from cities and boards of education.

There is no question but that it would be a part of great wisdom for town and counties to get as many teachers as possible who are trained for their work.

## CERTIFICATES FOR TEACHERS.

The special session of the Legislature in February. 1908, passed a law which gives great encouragement for young people to go to the Normal Schools and take the Normal course. It says "The State Superintendent of Schools shall prepare suitable diplomas to be granted to the students of the Normal department of said school, who have completed the course of study and discipline prescribed by said regents which diploma hereafter issued shall be equivalent in all respects to a first grade certificate for a period of five years."

Further, these first grade certificates shall be renewable once for a like period of five years.

Still again, any person holding a diploma from the Normal Course, and accordingly has as above stated a No. 1 uniform certificate, who teaches three years on this certificate, one of which shall precede the application for a new certificate, shall receive another certificate for six year.s And those who teach four out of these six years may get another certificate good for twelve years and those who teach eight out of the twelve years can get a renewal of another twelve years.

Thus a graduate from the Normal Course in our Normal Schools is virtually certified for life.

## LECTURES AND ADDRESSES.

The Faculty desries to be useful to its people in other ways than in mere class-room work. There are several of its members who are available, for the asking, for addresses on special subjects at Teachers' Meetings, Evening Lectures, Literary Societies, etc.

BRUCE STOUT

JENNIE HARSHBARGER

L. A. STARK

E. W. COFFINDAFFER

C. S. LAWSON

FLORIS McKINLEY

## EXTENSION COURSES.

Many teachers in the rural districts, and students who can't come to school, may take up home work under the direction of the faculty of the Normal School. The Normal teacher will tell you what books to get, will direct your work will correct the papers, and give suitable examinations. When a teacher is satisfied with a student's work, credit will be given on the records of the Normal School. It is hoped that this privilege will be taken advantage of by many who hope to come here later, or who have been here and are now out teaching.

Following are the subjects which can be taken by correspondence:

English.
History.
Mathematics.
Latin, I and II.
Literature, Grades.
Drawing.
American Literature.
English Literature.

## COURSES OF STUDY.

The school comprises two departments—the Normal and the Academic. In the Normal department there are two Normal courses, viz: one with Latin and one without.

Already the students who go out as teachers have observation work in the first four grades of the public school course, and practice work in one grade or more. This Training School is the training department for all prospective teachers, and in another year or two will offer model and training work through the eight grades of the public schools.

The remaining department of the school is the Academic department, comprising three courses—the classic, the modern language, and the science course. Besides these there are departments of music, of art, of expression or oratory and of physical training.

It is presumed and expected that those who come to the Normal School have passed through the studies pursued in the eight grades of the pnblic schools.

However, it has been found necessary to have a review, or preparatory course, for those who are not fully prepared. The following is the

## REVIEW OR PREPARATORY COURSE.

| | |
|---|---|
| Spelling | Geography |
| Arithmetic | Eng. Gram. and Comp. |
| Geography | U. S. History |
| English Grammar | Spelling |
| U. S. History | Arithmetic |
| Spelling | Eng. Gram. and Comp. |
| Arithmetic | Bookkeeping. |

There are two general departments in the school; the Normal and the Academic. In the Normal department, there are two Courses; one called the Latin Normal Course, and the other the English Normal Course. The latter course has no foreign language in it, and also has more subjects bearing on teaching, and so is in the judgment of the president of this school, much the better Course for those who wish to teach. The method and Training in the Normal Course covers about three periods per day; one in the Methods class, and two in observation or practice work, in the Training school or in some school of Fairmont's public schools.

The order in which branches are taken up is not fixed, being determined by the President and his Faculty, but in the main it is as given on the next two pages.

## THE NEW ENGLISH NORMAL COURSE.

### First Year

Fall—
- English ..... 5
- Algebra ..... 5
- Commercial Geography..... 5
- Gen. Hist. of pres. Century.. 5
- Art ..... 3
- Music ..... 2

Winter—
- English ..... 5
- Algebra ..... 5
- Biology I..... 5
- Ancient History ..... 5
- Art ..... 3
- Music ..... 2

Spring—
- English ..... 5
- Algebra ..... 5
- Biology II..... 5
- Med. and Mod. History ..... 5
- Art ..... 3
- Music ..... 2

### Second Year

Fall—
- English ..... 5
- Geometry ..... 5
- Biology III..... 5
- English History ..... 5
- Art ..... 3
- Music ..... 2

Winter—
- English ..... 5
- Geometry ..... 5
- Physics I..... 5
- U. S. History ..... 5
- Art ..... 3
- Music ..... 2

Spring—
- English ..... 5
- Geometry ..... 5
- Physics II..... 5
- State History ..... 2
- Civics ..... 3
- Art ..... 3
- Music ..... 2

### Third Year

Fall—
- English ..... 5
- Economics ..... 5
- Physics III ..... 5
- Industrial History..... 3
- School Management. ..... 2

Winter—
- English ..... 5
- Arithmetic ..... 5
- Psychology ..... 5
- Chemistry I..... 5

Spring—
- English ..... 5
- Arithmetic and Methods .... 3
- Geography and Methods.... 2
- Child Study ..... 5
- Chemistry II ..... 5

### Fourth Year

Fall—
- English ..... 5
- History of Education..... 5
- Physical Geography..... 5
- Pedagogy and Observation.. 5

Winter—
- English ..... 5
- History of Education..... 3
- Ethics ..... 2
- Meth. and Training Work.. 5
- Agricultural I..... 5

Spring—
- English ..... 5
- Agricultural II..... 5
- Meth. and Training Work... 5
- Sociology ..... 5

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Latin may be taken as a fifth subject.

"Biology I" means Zoology; "II" means Botany; "III" means Physiology.

Figures refer to number of periods per weeks.

## LATIN NORMAL COURSE.

| Fall Term | Winter Term | Spring Term. |
|---|---|---|
| English I | English II | English III |
| Physical Geography | Ad. Arithmetic | Elem. Agriculture |
| Latin I | Latin II | Latin III |
| Ori. & Grk. Hist | Roman History | Algebra I |
| | | |
| Am. Lit. & Rhet. IV. | Am. Lit. & Rhet. V. | Am. Lit. & Rhet. VI |
| Latin IV. | Latin V. | Latin VI |
| Algebra II | Algebra III. | Algebra IV |
| English Hist. | Ind. & Com. Geog. | Botany |
| | | |
| English Lit. VII. | English Lit. VIII | English Lit. IX |
| Geometry I. | Geometry II | Geometry III |
| Chem. or Physics I. | Chem. or Physics II | Chem. or Physics III |
| Med. & Mod. History | Pedagogy | School Management |
| | | |
| English X | English XI | English XII |
| History of Education | Sociology & Ethics | Adv. Agriculture |
| Psychology | Applied Psychology | Drawing |
| Methods & Training I | Methods & Training II | Methods & Train. III |

Theory of Music is to be required for completion of the Course in addition to the 48 units above scheduled.

## COURSES OF STUDY—Continued

| | | MODERN LANGUAGES | SCIENCE |
|---|---|---|---|
| FIRST YEAR | FALL | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography | Oriental and Greek History<br>English (Grammar)<br>Latin or German<br>Physiography |
| | WINT'R | Advanced Mental Arithmetic<br>English (Grammar and Comp.<br>Latin or German<br>Industrial Geography | Advanced Mental Arithmetic<br>English (Grammar and Comp.<br>Latin or German<br>Industrial Geography |
| | SPRING | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History | Algebra<br>English (Reed & Kellogg)<br>Latin or German<br>Roman History |
| SECOND YEAR | FALL | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediæval and Modern Hist. | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Mediæval and Modern Hist. |
| | WINT'R | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>English History |
| | SPRING | Algebra<br>Rhetoric and Literature<br>Latin German or French<br>Botany or Zoology | Algebra<br>Rhetoric and Literature<br>Latin, German or French<br>Botany or Zoology |
| JUNIOR YEAR | FALL | Geometry<br>English (Literature)<br>French or German<br>Civics and U. S. History | Geometry<br>English (Literature)<br>German or French<br>Civics and U. S. History. |
| | WINT'R | Geometry<br>English (Literature)<br>Economics<br>German or French | Geometry<br>English (Literature)<br>Economics<br>German or French |
| | SPRING | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French | Geometry<br>English (Literature)<br>Geology or Astronomy<br>German or French |
| SENIOR YEAR | FALL | Chemistry or Physics<br>Psychology<br>French<br>German | Chemistry<br>Physics<br>Plane Trigonometry<br>French or German. |
| | WINT'R | Chemistry or Physics<br>Sociology<br>French<br>German | Chemistry<br>Physics<br>Sociology or Spherical Trig.<br>French or German |
| | SPRING | Chemistry or Physics<br>Ethics<br>French<br>German | Chemistry or Agriculture<br>Ethics or Analytical Geom.<br>Physics<br>French or German |

Spelling, Drawing and Vocal Music are required for the completion of any course.

## DIPLOMAS.

The Board of Regents will grant diplomas to those who have completed the full Normal or Academic course with an average standing of 80 per cent. and not below 75 per cent on any one branch, and who shall have been in actual attendance throughout the entire third or fourth year under the new schedule of studies.

Before any diploma is awarded the President of the Normal will be required to certify that those whom he recommends for graduation have fulfilled all conditions and have done the work necessary for graduation.

Students may graduate at the close of any term, even the Summer term.

By arrangement with the State University those who graduate from any one of the courses will be admitted to the University without examination.

## SPECIAL CLASSES IN SPRING TERM.

Many teachers of experience desire to spend one term in reviewing certain subjects which they are required to teach, or in pursuing certain professional studies and yet are precluded from taking an extended course of study in any institution. Some of these are the leading teachers in their respective counties. They are prevented from pursuing a systematic course of study by being under the necessity of teaching during the fall and winter. For the benefit of these, special classes will be organized, if necessary, in U. S. History, Physiology, Theory and Practice, Civil Government, Bookkeeping, Arithmetic, Penmanship, General History, in fact all the subjects on which teachers are examined for certificates. In addition there are given many courses which are in the Courses of Study for Fall or Winter, such as beginning Geometry, beginning Algebra, beginning Latin, English Grammar, etc.

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## THE PROFESSIONAL DEPAREMENT.

Education as a science, and teaching as a profession are emphasized today as never before. In recognition of this comparatively modern view of education, leading universities, colleges and Normal Schools have established departments of education.

The professional department stands for these ideas. Its aim is to train men and women for the profession of teaching and to this

end it presents two lines of work, viz.: Theory as related to teaching, and practice in teaching under competent supervision.

The theory is furnished by the following course of study: History and principles of education, educational psychology, child study, theory and art of teaching school hygiene, school supervision, psychology and methodology—the last including the method of the recitation, and special methods in reading, geography, number work and nature study.

Practice in teaching, together with observation of correct methods of instruction, is provided by the Training Department, which has for its special function the development of teachers.

This department has several distinct phases of work.

First. It has a kindergarten and an elementary school of eight grades, based upon sound pedagogical principles, which is a school for the education of the child and is not a mere practice school. Much of the teaching is done by the supervisors and heads of the departments of the Normal School, who are especially interested in children and the best methods of instruction. This interaction of the several departments is profitable to both the child and the student and tends to keep up a healthy interest in professional work.

As an elementary school it maintains high standards of work and stands for advanced thought in education.

Second. It furnishes an opportunity for the student in training, to observe the practical work of the school room. Here are tested the validity and efficiency of methods in the presence of the training class. Here the student is required, not only to observe the methods, but to make a study of child life by noticing characteristic tendencies in the various stages of development, but to report on the same from time to time.

Third. After two terms of observation a part of which is spent in the elementary grades of the public school, the student in training is given a class to teach and if possible he is given charge of a room with several classes, thus giving him opportunity to meet actual conditions of the school room.

Weekly teachers' meetings and conferences to plan work are held regularly.

Fourth. Students are made familiar with the best educational magazines and books. They become acquainted with the best writers on elementary education and are on the lookout for the new and helpful publications.

Books to be read in connection with this course:

Dewey—School and Society.

DuBois—Point of Contact in Teaching.

McMurry—The Study Period.

Hinsdale—The Art of Study.

McMurry—Method—Reading—Language.

Carpenter, Baker and Scott—English, How to Teach It.

Magazine Articles—On Art, Manual Training, Nature Study, Primary Work.

## PSYCHOLOGY.

**Elements of Psychology**—One Term.

A careful study of the leading truths concerning mental activity; a classification of facts and principles; observations and experiments made to discover laws of mental processes.

Texts: Any up-to-date psychology; Thorndyke's Elements; Angell's Psychology.

**Child Study**—One Term.

The physical development of the child; the development of motor activities; instincts, their functions, their development; the development of the intellect; heredity; abnormalities; special study of the processes of learning and of habit forming. Practical application in school work.

Text-Book: Kirkpatrick, Fundamentals of Child Study.

**Educational Psychology**—One Term.

This course may be known as a course in the Theory and Art of Teaching. It has for its basis the two preceding courses in psychology. The Theory is based upon the knowledge of the science and the Art upon the application of its principles. The psychology and pedagogy of language, drawing, writing, music and other subjects are carefully studied; the larger aims of modern education considered; the relation of the school to society emphasized.

Texts: Educative Processes, Bagley; Method in the Recitation, McMurry; The School and Society, Dewey; Theory and Art in Teaching, Page; References from educational magazines, The Elementary School; Teachers' College Record, etc.

## HISTORY AND PRINCIPLES OF EDUCATION.

The value of a carefully arranged course in the history of education in shaping the ideals and in giving balance to the judgment of the teacher can scarcely be overrated. The scope of this course is the investigation in regard to certain selected nations of: (1) Their aim in education as determined by their social conditions, and the effect of this aim in determining those conditions; (2) the means employed for attaining this aim—their educational institutions, the subjects of the curriculum, and the methods used; (3) the results

Student Body Officers.

obtained; (4) the life and works of the leading educators of these nations. From such a study of what has been aimed at and accomplished by various peoples in the field of education the student should gain a clear conception of what education can reasonably aim to accomplish.

Books—Text, Seeley. A large number of reference books are used in this course such as Quick's Educational Reformers, Painter's History of Education, also Monroe's and Butler's.

## SCHOOL ORGANIZATION AND MANAGEMENT.

This course is especially adapted to meet the needs of district school teachers. It takes up the problem of the graded system for rural schools, and endeavors to simplify the difficulties involved in adapting the State uniform course of instruction to the conditions which are peculiar to district schools. Other subjects discussed in this course are: School sanitation, care of the school —seats, blackboard, ventilation and heat; organization and classification of the school; district school discipline; busy, or seat work; calisthenics and games adapted to district schools; district school clubs and the district school as a social center; nature study and observation work suitable to district schools.

Books—"The Graded Course of Primary Instruction" for the State of West Virginia: Shaw, "School Hygiene;" Morrison, "Ventilation of the School." List of books given in connection with the course in theory and observation.

## SUBJECT MATTER AND METHODS IN THE GRADES.

It is true that Normal School graduates often find themselves helpless when placed in the public schools simply because they do not know the subject matter they are to teach. They are not familiar with the literature of the respective grades; they can neither tell the stories nor illustrate them; they do not know children's books; they are not familiar with any course of history for grades; they do not know appropriate school songs; nor the books containing them; they do not know the things of nature that appeal to the children. In fact, they do not know the life which belongs to the child world.

As an attempt to meet some of these demands a year's work in subject matter and method divided into six weeks' courses are known as follows:

**1. Literature and Ethics in the Grades**—Six weeks.

Literature—This course will include a study of children's literature, the fairy stories, folk stories, myths, legends, animal stories,

stories with historical settings, biography and poetry; a study of the characteristics of the story itself that appeal to the children of the various stages of development and the best methods of presentation.

The student will be required to tell and illustrate stories and poems. They will be required to read many of the books used in the libraries of the different grades, thus the student will gain valuable knowledge which will enable him to select books for school libraries.

Ethics—Standards of right gained through the study of literature; effective methods in the study of the moral of a story, character studies, pictures and other helpful material will be carefully studied in connection with the problems of this course.

**2. History in the Grades**—Six weeks.

The modern city child and even the country child, no longer comes in contact with either things or society in the making. The question of how human beings live, represents the dominant interest with which the child approaches historic material. The child who is interested in the way in which men lived, the tools they had to do with, the inventions they made, is eager and willing to repeat like processes and handle materials for himself. He understands their successes only by seeing what obstacles and what resources these people met with in nature. And the child is interested accordingly in field and forest, ocean and mountain plant and animal. The interest in history gives a wider view to his study of nature. A deepening interest in social life brings in the biographic element in history instruction. So by means of story, map and pictures, and a well equipped mind, it is not difficult to lead the child in history study.

Students taking this course will study the material that will assist in the development of a helpful course in history for the elementary school.

**3. Nature Study and Geography in the Grades**—Six weeks.

Nature Study—In this course an effort is made to give the student: (a) The true aims of nature study; (b) an organization of nature study material, (c) a definite study of many problems of nature that can be observed in the laboratory, garden and field, (d) an acquaintance with the best books, magazines and leaflets on nature study.

Geography—No subject has been so poorly taught as geography. In the lower grades teachers "talk out" the lessons with con-

tent of little value and in the upper grades many essential features are omitted because first of all teachers have only hazy indefinite notions of the scientific facts, and second, they do not know how to teach them.

This course will furnish the student with some clearly defined notions as to: (a) Basis on which to build a course in geography for the elementary school, (b) the use of materials, text books, globes, maps, sand table, etc., (c) the purpose and methods of conducting field trips, (d) a careful study of a "casual series of facts" underlying the science of geography and good methods of attacking the difficult problems in teaching these facts.

**4. Art, Drawing, Constructive Work in the Grades—Six weeks.**

In this course, (a) students will be required to do the drawing and make the constructions which are required for a course in drawing throughout the eight grades, (b) they will be encouraged to originate designs for school room decorations, (c) they will be required to decorate the rooms with appropriate borders and board work at different times during the year (d) they will be required to illustrate stories and poems and to keep in touch with the subjects taught in the elementary school, and to be able to apply work in drawing whenever needed, (e) the study of pictures and how to use them will be a helpful phase of this course.

**5. Reading, Spelling, Writing, Arithmetic in the Grades—Six weeks.**

In this course the difficulties of each subject will be studied and the best means of meeting them will be devised. As reading is the important subject taught in the lower grades much attention will be given to this study.

**6. Physical Exercises, Songs, Games, Health Lessons and School-Room Sanitation—Six weeks.**

These subjects are frequently omitted because teachers do not know what to give. Too much cannot be said as to the benefits derived from such lessons.

(a) Children's play and games will be studied and played.

(b) Physical exercises appropriate for any school-room will be given.

(c) School songs will be learned.

(d) School-room sanitation and personal habits from the standpoint of health will be studied.

These courses will be taught in connection with the respective departmetns as far as practical.

## DEPARTMENT OF ENGLISH.

The four years' course in English embraces the following subjects: Orthography, Grammar, Rhetoric, Literature, History of English and American Literature.

### ORTHOGRAPHY.

While classes in orthography are conducted, yet it is the policy of the school to see that this subject is taught in every branch and in every class. The student is encouraged to make constant use of the dictionary, and in all written work particular attention is paid to the spelling, pronunciation, and meaning of words.

### ENGLISH GRAMMAR.

A year's work is given to the study of English Grammar with a view to the mastering of the art of correct speech. To this end, extensive practice is given in sentence building and great care is taken to secure on the part of the student a habit of correct speaking. One term's work of this course will be devoted to technical grammar.

### LITERATURE.

To supplement the knowledge of the principles of the English Language by a study of their application in the works of good writers, is the purpose of the second year's work in the study of easy classics. This work is arranged as follows:

### THE FALL TERM.

STUDY IN CLASS

Autobiography ..... Franklin
The Traveler ..... } Goldsmith
The Deserted Village ..... }
Julius Cæsar ..... Shakespeare

HOME READING.

Treasure Island ..... Stevenson
Sharp Eyes—Birds and Bees ..... Burroughs
The Man Without a Country ..... Hale

## WINTER TERM.

STUDY IN CLASS.

The Sketch Book (selections) ..... Irving
Snow Bound ..... Whittier
Short Stories ..... Poe
Short Stories ..... Hawthorne

HOME READING.

Beside the Bonnie Brier Bush ..... Ian MacLaren
Ivanhoe ..... Scott
Silas Marner ..... Eliot

## SPRING TERM.

STUDY IN CLASS.

Essays of Elia (selected) ..... Lamb
Lady of the Lake ..... Scott

HOME READING.

The Vicar of Wakefield ..... Goldsmith
A Tale of Two Cities ..... Dickens
The English Mail Coach ..... DeQuincy
Henry Esmond ..... Thackeray

RHETORIC.

Having laid a good foundation in the mechanics of language, by a study of the principles of correct speech, and by a study of good English models, the student is prepared to advance a step in the study of the art of expression, and to add to the correctness of speech, effectiveness. This he is enabled to do by a knowledge and practice of the laws of discourse as set forth in Rhetoric. In this course two terms' instruction is given in constructive rhetoric, or the production of discourse; and one term of instruction in critical rhetoric or the tracing of the laws of discourse, through the study of literature.

HISTORY OF AMERICAN LITERATURE.

Literature is the thought of thinking souls.—Carlyle.

Some branches of study have an immediate educational value, others, a deferred one; but literature has an educational value, present, continuous and increasing. Perhaps no other subject adds so much to one's culture and enjoyment as does literature. By means of

it, every human activity, every human emotion seeks expression; and it contains food for the intellectual and spiritual nature of every human being.

It is the aim of this department to acquaint the student with those who have contributed largely to the growth of literature, and, since literature is a reflection of the spirit of the age, to acquaint them also with the conditions under which the literature was created.

The method of outlining is followed in the effort to show great literary movements and to differentiate one period from another.

In connection with the plan for securing a definite knowledge of literary development is a study of the masterpieces, and no effort is spared to put the student in possession of the power to analyze and critisize the literature to the end that he may appreciate and enjoy it for himself.

In connection with this fourth year's course the following masterpieces will be studied:

Chaucer's Prologue.
Spenser's Faerie Queene Canto I.
Milton's Comus, Lycidas.
Shakespeare's { Hamlet. / As You Like It. / Macbeth.
Elegy in a Country Churchyard—Gray.
The Ancient Mariner—Coleridge.
Speech on Conciliation—Burke.
Burns's Poems, Selection.
Essay on Burns—Carlyle.
Palgrave's Golden Treasury, Book IV.
Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur—Tennyson.
Washington's Farewell Address.
Webster's First Bunker Hill Oration.

HOME READING.

Emerson's Essays (Selected.)
Bacon's Essays (Selected.)
McCauley's Life of Johnson.
Thoreau's Walden.
Selections from Byron.
Selections from Browning.
The Virginians—Thackeray.
David Copperfield—Dickens.
The Scarlet Letter—Hawthorne.

## DEPARTMENT OF MATHEMATICS.

The course in this department comprises the following subjects: Advanced mental arithmetic, one term; bookkeeping (preparatory), one term; algebra, four terms; geometry, three terms; analytic geometry, one term; trigonometry, one term. In addition to this a special course in arithmetic for teachers is offered in the spring term. The work in this department counts ten credits. Preparatory branches do not count as credits on a diploma.

### ARITHMETIC.

The Normal School aims to give sufficient training in arithmetic by review and revivication of what has been once passed over, as well as by a study of the psychology of the number and the principles that underly its application, to enable the Normal graduates to teach arithmetic intelligently, effectively and economically in the public schools.

There are two separate and distinct things in every problem —the solution and the operation. The first is the thinking process, the thinking out of the meaning of the terms used, and the relations of the different parts; the second is the mechanical operation, the fingering and figuring to perform what in the first process has been thought out. Not one figure made until the problem has been thoroughly thought out. Then and not until then, let the fingers fly like lightning to reveal the result. Preceding each recitation there should be drills in number combinations to give ease and facility in factoring, tables, aliquot parts, addition, subtraction, multiplication and division. All arithmetic should discipline the reasoning powers and train to clear the concise statement of fact.

Texts—Brooks and Milne, Wentworth & Smith.

### ALGEBRA.

This subject continues through four terms. In the first special attention is given to the elementary operations and principles and their application to the solution of simple problems. The easier methods of factoring are here taught, but the chief aim of this term's work is familiarity with algebraic language and thoroughness in the four fundamental operations.

No student will be permitted to begin the study of algebra who has not received credit for arithmetic.

The second term is a review and an extension of the work of

the first—literal and fractional exponents, and special cases in multiplication and division receiving particular attention. All this is done with reference to factoring to which the greater part of the term is devoted. Factoring being the basis of all future work in algebra, satisfactory progress is impossible without a thorough knowledge of this subject.

The third term includes the study of fractions, simultaneous simple equations, involution, and evolution.

The last term's work begins with the theory of exponents and embraces the subjects of radicals, radical equations and quadratic equations.

Texts—Milne's Elements and Milne's Academic.

### GEOMETRY.

The work is begun by requiring the student to observe and construct the geometric forms and to learn the definitions, axioms and postulates. A clear conception of these is essential to an understanding of the subject since they form the basis of the science One of the chief objects of the study of geometry is to cultivate logical, exact thought, and clear, accurate expression. To secure this, the fundamental theories in each book are used, their demonstrations being given—after which a large number of propositions are furnished the student for original demonstration. The application of the principles of geometry to mensuration is made a special feature of the last term.

Text—Milne's "Plane and Solid Geometry."

### TRIGONOMETRY.

The main features of the work in this subject are the following: The functions are defined as ratios and also represented by lines; sufficient analytical work for the development of all important formulas—special emphasis being given to those essential to the solution of triangles.

Text—Wentworth's "Plane Trigonometry."

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## DEPARTMENT OF SCIENCE.

Twelve credits are offered in science, but not all are required. A choice is given between botany and zoology, geology and astronomy; in the classic and modern language courses, between physics and chemistry; in the science course, between chemistry (3) and agri-

The Lyceum Officers—1910.

culture; and in the Normal course, between chemistry (3) trigonometry.

The work in this department is arranged with reference to the unity of the subject. In general the work of each term is arranged with reference to the work done in preceding terms. The student, to obtain best results, must keep to the regular sequence of the course.

Students wishing to take a full year in biology may do so by taking botany in the fall, zoology in the winter, and human physiology in the spring.

## PHYSIOLOGY.

Physiology is now the one science that is taught in all grades of schools. Normal students are instructed in the various methods by which it may be made more interesting and personally helpful to the pupils of the public schools.

To this end, instruction in hygiene is given with special reference to pure air, respiration, wholesome food, regular and suficient sleep, regularity in bodily habits, care as to temperance, prudence concerning exposure, and total abstinence from narcotics.

Anatomical demonstrations are made from the bodies of domestic animals and from the Manikin charts.

Text—Overton's Physiology.

## GEOLOGY.

The purpose of the course in geology is to give a clear idea of the forces in operation producing structure; the structure, arrangement and composition of rocks; and the history of the changes through which the earth has passed in the process of formation.

The subject matter of the text is illustrated by hand specimens and applied, whenever practicable, in field work.

Prerequisites—Physical geography, zoology, or botany.

Text—LeConte's Compend of Geology, or Newton's Elements.

## INDUSTRIAL, COMMERCIAL AND PHYSICAL GEOGRAPHY.

The object of physical geography is to lead the student to understand the causes and activities of phenomena observed upon the earth's surface, and to awaken a special interest in nature and cultivate the habit of observation and thought concerning it.

The central idea of industrial and commercial geography is one of commerce and the various industries of a country.

The natural conditions that affect commerce, as climate, soils, winds and currents are considered. Some of the topics are: Lo-

cation and growth of cities, transportation, exports and imports, food materials, textiles and manufactories, metals and minerals, forestry and irrigation, etc.

The industries and commerce of many countries are studied and the industrial life of our own State is given due time and attention.

## ZOOLOGY.

In zoology the aim is not to make zoologists, but to encourage observation, and to cultivate an appreciation of nature. It is intended to show the adaptation of scientific methods to public school work.

## PHYSICS.

Few subjects are more fundamental or deal more intimately with the affairs of everyday life than physics. A thorough understanding of the principles of general physics is indispensable as a part of a teacher's preparation.

Three courses in general physics are offered. These are best taken consecutively; beginning in the fall term. Individual laboratory work is given and must accompany the class-room work throughout the year. Periods in the laboratory are assigned to suit the student's convenience.

As a prerequisite to the study of physics, it is highly important that the student should have had Algebra 3 and 4, as well as Geometry 1 and 2; though geometry may be taken in the same year with physics.

## CHEMISTRY.

The study of physics logically and naturally precedes the study of chemistry; and students who enter chemistry without a knowledge of that science, will be at a disadvantage. Much of the educational value of chemistry depends upon the light which it throws upon the arts and processes of civilized life. A study of chemistry is helpful to teachers, not only because of the explanations and interpretations it gives of the most common phenomena of life, but because it gives training in numerous scientific methods and manipulations.

Three terms of general chemistry are offered. Individual laboratory work accompanies the class-room work throughout the year.

## BOTANY.

Botany is studied with a view of obtaining a knowledge of the form, structure and habits of plants.

The value of field work is recognized by requiring a search for plants in the vicinity and studying their relation to soil, moisture, light, etc. Every effort is made to stimulate independent observation, and have the note books and herbariums express truthfully and clearly what is seen.

## HISTORY.

The New English Normal Course presents history in recognition of the principle that individual experience is the only means for interpreting the experience of the race. The first term of the course is devoted to "the creations of the finite will" in the immediate past. The study of the history that is near to the student affords him means to enter into knowledge of the struggles and the consequent development of humanity throughout the centuries of the distant past.

With this preparation, one term in Ancient History is given, then one term in Mediæval and Modern, one in English, one in the History of the United States and lastly one term in State History. In the Latin Normal course opportunity is afforded for specializing in Oriental and Greek and in Roman History.

Reliable text books are followed in all courses but the main source of information is the large and well selected library in which the student finds not only an adequate assortment of reference works, but also many historic novels and historic poetry.

The fundamental requirements of all history courses are that the student shall trace the lives and achievements of the leaders in the thought and action of the respective peoples of the past, and to seek out the fundamentally Christian and democratic impulses inherent in the individual American citizen. The text books in United States History are Mace's Primary Histories of Heroism and Mace's Common School History of the United States. In these the author emphasises the idea that history is best revealed through biography, and this idea dominates all our history work.

Finally, the purpose of all the other history courses is to show in relation to the present day life of the people of the United States.

1. The unification of the races of antiquity in their need for food, clothing and shelter and their diversity in their methods of conquest to satisfy those needs.

2. The significance of the civilization and culture of the Greeks.

3. The ponderous and powerful organism of the Roman world.

4. The aspiring and advancing ideals of the Teutonic races in

their development of the family, commerce, the state, the school and the church.

As a basis for this work the concrete facts of geography, race, language and religion are shown in relation.

### CIVICS AND U. S. HISTORY.

This course embraces the origin, nature, theory and necessity of government; the township, its origin and growth, as exhibited in the New England town, the Southern district, and the Western township, and its development into the county, the county into the colony and the colony into the State; the origin of the Federal Union; the forms of governing the same under the Continental Congress, the Confederation and the Constitution. Free use is made of the library, and subjects such as the following are investigated: "The Articles of Confederation," "The Ordinances of 1787," "Federalists and Anti-Federalists," "The Federal Executive," "Congress," etc. A great deal of stress is placed on the origin and developments of the various parts of our government. Constant reference is made to Fiske's "Civil Government," Bryce's "American Commonwealth," Forman's "Advanced Civics," Hinsdale's "American Government," Fiske's "Critical Period," Walker's "Making of a Nation," Willson's "Theory of the State." The lives of such leaders as Washington, Hamilton, Jefferson and Madison present a source of much reliable information concerning the "critical period" studied in this course.

### SOCIOLOGY, ECONOMICS AND ETHICS.

These courses are intended to give the students a general knowledge of the more important elements in the existing form of industrial organization and the stages through which it has developed into its present complex system.

In sociology the study is based on the text of Small and Vincent; in economics the text book of Ely & Wicker is used; in ethics the text used will be "Everyday Ethics," by Ella Lyman Cabot.

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## DEPARTMENT OF ANCIENT CLASSICS.

### LATIN.

Six credits in ancient or modern language are required in the Normal course, twelve credits in ancient languages and six addi-

tional credits in ancient or modern languages are required in the Classical course. Fifteen credits in ancient or modern languages (nine of which may be in Latin) are required in the Modern Languages and Scientific courses.

## FIRST YEAR.

Stress is laid on correct Roman pronunciation and knowledge of Latin word order from the first. As a help in acquiring a Latin vocabulary and also correct English diction, attention is given to derived English words. An accurate knowledge of paradigms, syntax and vocabulary is imperative.

Latin I. Collar & Daniell's First Year Latin (Lessons I-XXX), Fall Term.

Latin II. (Lessons XXX-LX), Winter Term.

Latin III. (Completed). Review and supplementary reading. Spring Term.

## SECOND YEAR.

Much attention is given to Cæsar's military skill, the Roman army, the importance of Cæsar's wars, etc.

The aim in translation is to be as literal as possible without violating good English.

Latin IV. Cæsar's Gallic War (Book I). Prose composition. Fall Term.

Latin V. Cæsar's Gallic War (Books II and III). Prose composition. Winter Term.

Latin VI. Cæsar's Gallic War (Book IV.) Prose composition. Spring Term.

## THIRD YEAR.

The work begins with a study of Cicero as a man and an orator. Some appreciation of Roman oratory, as to style, logic, rhythm, rhetorical figures, clausulæ, etc., is attempted.

Latin VII. Cicero's first and second orations against Cataline. Prose Composition. Fall Term.

Latin VIII. Cicero's third and fourth orations against Cataline. Prose Composition. Winter Term.

Latin IX. Cicero's orations for Archias and Marcellus.

## FOURTH YEAR.

Much attention is given to the metrical reading, mythology and literary appreciation of Vergil.

Latin X. Vergil's Aeneid (Books I and II). Fall Term.

Latin XI. Vergil's Aeneid (Books III and IV). Winter Term.
Latin XII. Vergil's Aeneid (Books V and VI). Spring Term.

## MODERN LANGUAGES.

1. Elementary French.

Grammar, reading and practice in oral understanding. Stress is laid on a brief course in French phonetics.

Chardenal's Complete French Course. Aldrich and Foster's French Reader.

2. Elementary French.—A continuation of French 1.

Chardenal's Complete French Course. Aldrich and Fosters' French Reader.

3. Elementary French.—A continuation of French 2.

Chardenal's Grammar finished.—Reading of short stories in French.

4. Fiction of the Nineteenth Century.

Works by Daudet, Dumas, George Sand, About, etc.

5. Composition.—Translations of English into French: discussion of grammatical points in connection with the translation; study of irregular verbs and idioms Chardenal's Advanced French Course. Chardenal's Grammar.

6. Translation and study of some of the French classics and the lives of the Authors, Mollieres, "Le Bourgeois Gentilhomme," "Le Mesanthrope," "L'Avare," Corneille's "Le Cid." "La Fontain's Fables."

## GERMAN.

Students who desire to pursue the study of German, are requested to possess a good working knowledge of English Grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language.

1. Elementary German.

Grammar, reading and practice in prounciation. Thomas' German Grammar. Super's German Reader.

2. Elementary German. A continuation of German 1.

Grammar completed to Part 2. Super's Reader Completed.

3. Elementary German. A continuation of German 2.

Reading of easy prose, accompanied by a review of the main points of grammar. "Im Vaterland," "Immensee," "L'Arrabiata."

4. German Prose. Rapid reading of German prose to render the student familiar with the idioms of the language and to increase his vocabulary. "Hoher als die Kirche," "Die Journalisten," "Der Letzte," "Der Weffe als Onkel," "Der Scheviegersohn."

5. Composition. Practice in writing German, and translation of English prose into German; discussion of grammatical points in connection with the translation; study of irregular verbs; dictation.

Harris' Prose Composition. Thomas' German Grammar.

6. German Poetry. Reading and memorizing of a great number of short, well known poems. Translation of one long poem.

Von Klenze's "Deutsche Gedichte," Goethe's "Hermann and Dorothea."

7. German Literature. History of German Literature. Study of Lessing's life. Reading of "Minna Von Barnhelm," "Emilia Galotti," "Nathan der Weise."

Priest's History of German literature.

8. German Literature. A continuation of German 7.

Study of Goethe's life; reading of "Werther's Leiden," Gotz von Berlichingen," "Iphigenie anf Tauris."

Priest's History of German Literature.

9. German Literature. A contiuation of German 8.

Study of Schiller's life; reading of "Wilhelm Tell," "Maria Stuart," "Die Jungfrau von Orleans."

## DRAWING.

The drawing classes of the Fairmont State Normal made rapid strides with the increased facilities of the school year ending June, 1902.

The course of study in drawing has been:

1. Drawing in outline from geometric solids.
2. Drawing in outline of ornament from cast.
3. Drawing in outline still life group from objects.
4. Drawing in outline details of human figure from cast.
5. Drawing in outline of natural foliage from plants.
6. Drawing from objects, shaded in charcoal.
7. Drawing from objects, shaded with brush.
8. Drawing of ornament from cast, shaded in charcoal.
9. An elementary design with a geometric form.
10. An applied design for wood, metal, glass or paper.
11. Geometry, plane and solid, geometric designs.
12. Perspective, theory and applied.

The media used is crayon, charcoal pencil and water color.

Courses in handiwork include pottery, basketry, leather tooling, stenciling, metal work and cardboard construction.

The above is the course for the students in the Normal School; the work in drawing for the children in the different grades is naturally very different.

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## HOUSEHOLD ECONOMY.

Although we are a so-called political people, who have been slow to teach those things which are concerned with the universal and basal activities of life, such as agriculture, handicraft, etc. Among these is the proper management of a home. On Tuesdays the girls remain in the Chapel while the boys go together in another room. Here a lecture is given to the girls on some phase of home-keeping. Below is an outline of the topics which are considered:

Lectures on Household Economics.

1. The House.
   1. Plan and cost.
   2. Sanitation.
   3. Decorations.
2. Care of the House.
   1. Ventilation.
   2. Heat.
   3. Kitchen.
   4. Laundry.
3. Foods.
   1. Combinations.
   2. Chemistry.
   3. Relative cost.
4. Bacteriology.
   1. Character of bacteria.
   2. Work of bacteria.
   3. Bacteria in the home.
5. Personal Hygiene.
   1. Respiration and elimination.
   2. Hygiene of sleep.
   3. Hygiene of the teeth, hair, nails, etc.
   4. Physical exercise.
6. Table Serving.

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Agriculture, Jackson and Daugherty, or Bailey. One term.
Algebra, Milne's Elements. One term.
Algebra, Milne's Academic. Three terms.
Arithmetic, Mental, Brooks. One term.
Astronomy, Young or Todd. One term.
Botany, Coulter, Bergen or Andrews. One term.
Chemistry, Avery or Newell. Two terms.
Civics, Moses or Boynton. One term.
Commercial Geography, Gannett or Trotter. One Term.
Ethics. One term. Text to be adopted.
Economics, Ely and Wicker, or Bullock. One term.
English, higher, Reed & Kellogg. Two terms.
French, Chardenal or Gaspey's Otto. Six terms.
Greek, White, etc. Six terms.
Geography, physical, Davis or Tarr. One term.
Geology, Le Conte or Norton's Elements. One term.
Grammar, Patrick. One term.
German, Thomas, etc. Six terms.
Geometry, Milne. Three terms.
History, Oriental and Grecian, Myers or Botsford. One term.
History, Roman, Morey. One term.
History, English, Montgomery, Wrong or Larned. One term.
History, General, Myers. One term.
History, Mediæval and Modern, Myers. One term.
History of Education, Seeley or Monroe. One term.
Literature, English, Halleck or Newcomer. One term.
Literature, American, Newcomer. One term.
Latin (first year), Collar & Daniell or Pearson. Three terms.
Latin, Cæsar and Grammar, Kelsey and Bennett. One term.
Music, natural music course.
Orthography, Reed. Until proficient.
Physics, Miligan & Gale, or Hoadley. Three terms.
Psychology, Halleck, or James, or Titchener. One term.
Physiology, Overton. One term.
Pedagogy, White & Page. One term.
Rhetoric, Lockwood & Emerson, or Brooks and Hubbard. Three terms.

## INSTRUMENTAL MUSIC.

There is no regular department of instrumental music, but in Fairmont, are several teachers of large training; to whom students are referred with the confidence that they will be instructed in a most effective manner.

The Normal has a large number of pianos which are free for students to practice upon. A fee of 25 cents a term is collected to pay for the expense of keeping the pianos in tune.

## TRAINING SCHOOL.

### TRAINING SCHOOL FACULTY.

Supervisor and Teacher ..... Miss Hastings
Director of Kindergarten and Teacher in Grades 1, 2 and 3 ..... Miss Heck
Teacher in the Grades ..... Mr. Layman
Teacher in the Grades ..... Miss Moon

Department Teachers.

Drawing ..... Miss Ridgeley
French ..... Miss Stalnaker
History ..... Mr. Beer
Music ..... Miss Protzman
Nature Study ..... Mr. Rogers

A course of study may appear stiff and formal as so much material to be transferred from the mind of the teacher to that of the child within a given time. It should not be so considered. The child must be taken as the center of interest at every step and for the sake of his best development the course of study furnishes suggestions and an arrangement of carefully selected educative material which is to be used in the most helpful way and it is subject to change. The aim of every phase of the work is to leave the child with a greater power of intelligent inquiry and a greater desire to do things.

### ENGLISH.

### TRAINING SCHOOL.

1. Literature.

"The immediate purpose is to train the child to appreciate and enjoy good literature. Development of literary taste involves:

(a) The development of the imagination.

To this end the child is made familiar with the choicest fairy stories, myths, legends and folk stories in the language.

(b) The cultivation of the sense of beauty of poetic form.

Poems remarkable for beauty of form are brought repeatedly

to the attention of the child. Many of them are memorized. The method employed of leading the pupil to appreciate the beauty of a selection is that of frequent and sympathetic reading of the poem itself.

(c) The appreciation of literature as an interpretation of life.

The emotions expressed, the situations depicted in the poems introduced to the pupil's attention are those with which he is more or less familiar. No poems are taken up which express moods, mental states altogether foreign to his experience. The child is led to look upon literature as in great part the expression in beautiful, definite and permanent form of more noteworthy experiences.

The material used in the classes of literature should be so selected as to supplement the impressions made upon the pupil by national holidays, the changes of the seasons, the topics under discussion in other studies of the school course and by other incidents of the child's daily life."

2. Reading.

Throughout the course in reading the greatest emphasis is placed upon thought interpretation, the children are taught to look for thoughts on the printed page instead of words.

All the children in the Elementary School are given an opportunity to read in the library once or twice each week.

The library reading is undirected, that is, the children are permitted to choose what they desire from the list of well selected books and magazines. Informal discussions upon what has been read, frequently take place in the class room.

3. Form in English.

The habit of using incorrect forms of speech is overcome by frequent use of correct forms.

The story, conversation, oral description, directions to play a game, to do certain kinds of work, etc., afford many opportunities to frequent use of correct forms. "Much and varied observation and much and varied evpression are the two essentials of the formation of correct habits of speech."

Oral and written compositions are based upon the subject matter of other studies and upon special occasions which may arise.

Many of the rules governing correct forms are developed inductively and are written in note book for the purpose.

Originality is encouraged and emphasized. The children make original rhymes, write original plays, write original directions for making things, etc. These are typewritten and filed for future use.

4. Spelling.

Sound elements are studied, words are grouped according to phonograms and endings; words are selected from various subjects of study for oral and written spelling. As an additional help in the study of the words the spelling book is used.

5. Writing.

Children write on the board from the first day, large, round vertical form, free movement. Write with marking crayon on large sheets of paper fastened to board, then on large sheets of paper on desks, then pencil with large soft lead and smaller sized sheets, and finally the ordinary sheet is used.

The mechanics of reading are studied only as a means to the end of getting the thought. The work in reading is closely associated with that of literature.

REFERENCE BOOKS FOR TEACHERS.

The Teaching of English, Chubb. MacMillan.

The Teaching of English, Carpenter, Baker and Scott. Longmans.

Special Method in Language, McMurry. MacMillan.

Reading, How to Teach It, Arnold. Silver, Burdette & Co.

How to Teach Reading, Hall. D. C. Heath.

School Hygiene (Chapter on Writing), Shaw. McMillan.

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## OUTLINE IN ENGLISH.

### THE KINDEGARTEN.

Expression is one of the fundamentals of the kindergarten. From the world of vague notions about things the child's ideas become clarified by his daily experiences in the kindergarten and as his ideas become more definite he is taught to observe different words or words that will more adequately express his thought. The children observe things and people, they play games, sing songs, they take walks and describe them, they listen to stories and verses concerning the things they know, then reproduce and imitate them in action and speech. The stories and poems are selected not only for their interest to the children, but also for their literary merit to assist in establishing sandards of good English.

## GRADE 1.

1. Literature.

Stories and Poems: The Little Red Hen; Little Red Riding Hood; Stories of Clytie; The Anxious Leaf; Stories of Primitive Life; Thanksgiving Stories; Hiawatha's Childhood; The Children's Hour; The Old Clock on the Stairs; Howitt's The Wind in a Frolic; Bjornsen's The Blue Bird; Sherman's Snowbirds; selections from Stevenson, Field, Whittier, Longfellow.

2. Reading.

The teacher selects material from the child's activities for the first reading lesson. Action sentences are written on the board and interpreted by the children through action and speech. The symbols are associated with the thought they represent. Script is taught before print. New words at first are taught through their association and use with activities and objects and by their place in sentences composed of familiar words.

Phonics are introduced when children begin to confuse words and are taught regularly and persistently each day until the child has power over new words through knowledge of sound elements.

The transition from script on the board to print in the book is made as easy as possible. The use of the word cards printed in large type makes the transition less difficult.

Books read in class during the first year:

Text, For Phonics; The New Education Readers, Book I completed; Book II to page 91.

For Sight Reading: Sunbonnet Babies' Primer, Grover; Beginners' Reader, Bass; Art-Literature, Primer and Book I.

3. Form in English.

Free and full, unconstrained oral expression is gained through the stories, games, nature lessons, etc. The first written statements are selected from these lessons, opportunities are given to use the correct forms of words; see, saw, seen; run, ran; there is, there are, etc.; use of capitals in writing the names of the children is observed. Use of period and question mark in readers and board lessons observed.

4. Spelling.

Oral and written; word building; sight words written on board; words selected from all lessons.

5. Writing.

Large free rhythmical movements on board. Suggestions in School Hygiene (Chapter on Writing), Shaw.

## GRADE 2.

1. Literature.

Stories and poems told to the children are selected from the authors suggested for Grade 1.

2. Reading.

Text—New Education Readers, Books II and III.

For Sight Reading—Second Fairy Reader, Baldwin; Book of Little Plays, Johnson and Barnum; Jack and the Bean Stalk; Babes in the Woods; The Tree Dwellers; Dopp.

3. Form in English.

Exercises to bring about the habitual use of correct forms of irregular verbs and pronouns receive special attention. Originality encouraged and requested in all composition. Children suggest different ways of expressing the same thought. Attention is given to the use of capitals at the beginning of names, days of the week, of the months, of places. Letter writing is introduced.

4. Spelling.

Word building continued; sight words from reading lesson; words selected from all lessons.

5. Writing.

Drills on forms of letters. Special attention given to freedom in movement. position, etc.

## GRADE 3.

1. Literature.

Stories and poems for reproduction and memorizing found in Guide Books to English, Book 1 to lesson 50. Poems from Whittier, Longfellow, Wordsworth, Field, Stevenson.

2. Reading.

Text—Education Readers, Books III and IV.

Books for Sight Reading—Books of Plays, Johnson and Barnum; Third Reader, Baldwin; Grimm's Fairy Tales; Robinson Crusoe; Adventures of a Brownie, Mulock; Alice in Wonderland Carroll; The Early Cave Man, Dopp.

3. Form in English.

In addition to the suggestions made for the first and second grades, Guide Books to English, Book I, Harris and Gilbert is studied

to lesson 50. Emphasis is placed upon originality in all composition.

4. Spelling.

In addition to suggestions previously given Progressive Speller, Part I, completed.

5. Writing.

Pen and ink introduced. Ruled paper may be used.

## GRADE 4.

1. Literature.

Stories and poems for reproduction and memorizing; Guide Books to English, Book I, lessons 50 to 97 inclusive.

2. Reading.

Text—Literature Series, Book IV.

For Sight Reading—King Arthur and His Knights, Radford; Farmer Brown and the Birds; The Golden Touch; Hawthorne; Japanese Fairy Tales, Williston.

Poetry—The children are taught to read poetry. Some child reads a poem to the class each day. Poems from Stevenson, Tennyson, Browning, Cowper, Wordsworth, Longfellow; selections from the Collections. Nature in Verse, Lovejoy; Tree Top and Meadow; Poetry of the People, Gayley and Flaherty.

3. Form in English.

Special attention is given to originality in rhyme making, in composition of plays and melodies, in descriptions; in writing directions to construct things, to play games, to do work of any kind. Records are made on gardening, on observations of the weather, on scores in games, etc. The children are taught to ask scientific questions in the recitation and to arrange in logical order. These are written in notebooks as a part of the assignments for study. In addition to these suggestions a text is used for part of the work, Guide Books to English, Book I, lessons 50 to 97.

4. Spelling.

Words are selected from all subjects studied; peculiarities of word-forms studied; drills in articulation frequently given; use of dictionary for pronunciation. Progressive Speller, Book I to section 3, page 52.

5. Writing.

Freedom and accuracy emphasized. Pen and ink used daily.

GRADE 5.

1. Literature.

Stories and poems for reproduction and memorizing are found in Guide Books to English, Book I, lessons 97 to end of book. Selections from authors suggested in fourth grade outline.

2. Reading.

Graded Literature Series, Book V.

For Sight Reading, Bird's Christmas Carol, Wiggin; Wonder Book, Hawthorne; Pied Piper of Hamelin, Browning; King of the Golden River, Ruskin; Story of Ulysses, Lamb; Birds of Killingworth, Longfellow. Poetry—The children are taught to read poetry. See list of authors, Grade 4.

3. Form in English.

Continued as suggested in outline for Grade 4. Principles and rules of English observed through usage. All such generalizations summarized and written in note book.

Guide Books to English, Book I completed.

4. Spelling.

Make up lists of words used in various lessons of the day and place on the board for class to study. Attention given to principal rules of spellling; prefixes and suffixes studied. Use of dictionary. Progressive Speller to Part II, page 81.

5. Writing.

Suggestion same as for Grade 4.

GRADE 6.

1. Literature.

Stories and poems found in Guide to English, Book II, lessons 1 to 33. Selections from the Bible studied and memorized; biographies studied. Folk stories, songs and poems brought to class, historical bearings discussed and some of the poems and songs memorized.

2. Reading.

Books read in class—Great Stone Face, Hawthorne; Legend of Sleepy Hollow. Irving; Birds and Bees, Burroughs; Courtship of Myles Standinsh, Longfellow; A Hunting of the Deer, Warner; Success of Forest Trees, Thoreau; Hans Brinker.

Poems—Holmes, Kipling, Riley, Bryant, Poe, Tennyson, Browning, Wordsworth.

Shakespeare Club.

3. Form in English.

Summary of technical points previously learned in writing compositions; outline studied; children are taught how to make outlines of summaries; study of descriptions and debates; writing a biography; writing items for paper; writing advertisements for paper, etc. Guide Books to English, Book II, lessons 1 to 33.

4. Spelling.

Book, Progressive Speller to page 140. Words selected from other subjects by members of class. Dictionary work.

5. Writing.

Neat and well written compositions. Letter writing. Business forms.

GRADE 7.

1. Literature.

Stories and poems found in Guide Books to English, Book II, lessons 34 to 60 inclusive.

Poems from the Blue Poetry Book, Lang. Each child is required to choose poems from different authors for his own scrap book and give reasons for choosing poems.

2. Reading.

Books Read in Class—Stories of Colonial Days; The Hoosier School Boy, Eggleston; Tanglewood Tales, Hawthorne; Jungle Book, Kipling; A Christmas Carol, Dickens.

Poems—Suggestions in previous outlines; Paul Revere's Ride; How they Brought the Good News from Ghent to Aix.

3. Form in English.

Writing a school paper; study and writing messages; studies in style; the long and short sentence; descriptions; narrations; Grammar Guide Book to English, lessons 34 to 60 and sections I and II inclusive.

4. Spelling.

Attention given to troublesome words in spelling. Lists made by pupils. Dictionary sued. Progressive speller completed.

5. Writing.

Individuality in handwriting, as developed when rapidity and ease are acquired, is permitted and desired.

GRADE 8.

1. Literature.

Stories and poems found in Guide Books to English, Book II, lessons 60 to end. Selections from the Blue Poetry Book, Lang. Each child is required to choose selections from different author studied and give reasons for choice.

2. Reading.

Books Read in Class—The Iliad, Bryant's translation; Julius Cæsar, Shakespeare; The Young Citizen, Dole.

3. Form in English.

Descriptions; choice of words; study of a story as to style; outline and speech; accuracy of statement; outlines for different subjects. Grammar, Guide Books to English, Book II completed.

4. Spelling.

Progressive Speller Book II reviewed. Dictionary work.

5. Writing.

Letter writing, business forms, newspaper reports, etc.

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## ART.

This course consists of drawing, constructive work, study of pictures, study and arrangement of beautiful surroundings, and the application of drawing wherever needed in the work of any subject or in school room decoration.

It is intended that this course will give (a) a power of expression in connection with the various subjects studied. No other subject offers so many possibilities of correlation with other studies as does the subject of drawing.

(b) An appreciation of the beautiful in nature, in pictures, in arrangement of things about us, in dress and in decoration for various needs.

(c) The study and design as related to industrial work.

It is impossible to place in the outline the entire sequence of the subject as much of it depends upon the subject matter of other studies.

OUTLINES FOR GRADES 1, 2, 3, 4.

Media—Chalk and blackboard, crayola, pencil, water color, crayon, clay, scissors, draw, cut, model, paint.

## ILLUSTRATIVE DRAWING.

There are many kinds of drawing necessary for adequate expression with brush and pencil and each kind has a definite purpose. To a great extent with the younger children drawing is a language based upon the expressive instinct, hence many opportunities should be given the child in these early stages for free and unconstrained expression of his ideas, thus illustrative drawing is very important in the first three grades. Illustrate: Activities, play, games, work; fall work in the home and field. Illustrate: Stories, poems, songs; Thanksgiving stories; customs and costumes of Puritans; Christmas stories. Illustrate many reading lessons on board. See course in literature history, reading.

## NATURE DRAWING.

Two aims.

(a) To show ideas of growth, plants, buds, stem, forms, animals and birds.

(b) To make pleasing pictures from nature, using twige, leaves, plants, flowers; animals and birds in different positions; study arrangement, balance, color and space relations in placing work on paper.

See course in Nature Study for material.

## DECORATIVE DRAWING.

Arrangement for discs, sticks, seeds leaves, paper cutting into beauty forms. Copy with crayola, or water color. Studies in groups of brush strokes, groups of lines and dots in rhythmical arrangements

## CONSTRUCTIVE WORK.

To construct things is a dominant tendency in the child from the time he begins to play with blocks and dig in the sand. This costructive creative instinct in man has led to the erecting of great buildings, beautiful temples, strong bridges, wonderful structures of many kinds.

The aim is three fold (a) to give the child an opportunity to work out his ideas with material that he can wield. (b) To encourage and direct this tendency through the use of various materials in making useful and beautiful things which are in the child's power of appreciation and understanding. (c) To illustrate typical scenes from primitive life and lead to the construction of a modern play house.

Clay Modeling.

Dishes, kitchen utensils, flower pots, marbles, seeds, fruits illustrate activities and stories.

Building.

Primitive hut, log house, modern doll house furnished. This will necessitate working with cardboard for furniture and textiles for rugs, curtains, etc.

See course in history and literature.

## REPRESENTATIVE DRAWING.

Not much can be accomplished in drawing from models and type forms in the primary grades, but there can be developed an appreciation of proportion and harmony of line and color toward the objects to be represented.

## PICTURE STUDY.

Some lessons should be devoted to the study of the works of art in picture and sculpture, and beautiful scenes from nature.

Artists—Landseer, Raphhael, Reynolds, Millet.

## GRADES 5, 6.

Media—Chalk and blackboard, crayola, pencil, water color.

## ILLUSTRATIVE DRAWING.

Illustrate: Stories and poems. History: Pastoral life, early Aryans; Greek and Roman life; early Teutons; story of Columbus; early Colonial life, etc., as suggested in history outline.

Geography—Life in different sections of the world; Indian life; the Hollanders; Eskimo; Japanese customs, etc., as studied in geography.

## NATURE DRAWING.

Use all the material the different seasons afford; choose simple yet interesting specimens; observe beauty of line in growing forms; balance of masses; radiation from center of growth; begin to observe values and tones in light and shade and color schemes found in leaves, landscapes, etc.; characteristic tree shapes; rapid sketches from animal pose, cat rabbit, dog.

Geography—Land forms, plains, slope, hill.

DECORATIVE DRAWING.

Geometric designs; interpretation of leaf and flower forms into designs of beauty for decorating boxes, book covers; stencils and wood block designs for stamping.

CONSTRUCTIVE WORK.

Basketry, pottery, structural designs for common household furniture, working drawings studied; drawing to scale.

REPRESENTATIVE DRAWING.

Ideas of direction and proportion developed; draw from poses and models. Representative of fore shortened surfaces.

PICTURE STUDY.

Artists—Murillo, Van Dyck, Carot, Angelo, Titian, Rembrandt Bonheur.

GRADES 7, 8.

Media—Same as suggested for grades 6 and 7.

ILLUSTRATIVE DRAWING.

Character sketches from literature and history. Illustrate in India ink and brush poems and stories.

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## NATURE DRAWING.

Observe and try to secure an expression of the comparative strength and delicacy of growth in plants by line. Botanical drawings in connection with the nature study lessons.

Paint and draw twigs, grasses and all material in season; paint autumn and winter scenes. Sketch out-doors.

DECORATIVE DRAWING.

Japanese brush and India ink, pencil, charcoal, color. Designs in groups of lines, spots, placing space relations in black and white, observe flow of line and opposition of line and other elements of harmony application. See suggestions by Arthur W. Dow.

REPRESENTATIVE DRAWING.

Draw from objects single objects, groups of objects, study of perspective in buildings, streets, etc.

CONSTRUCTIVE WORK.

Study simple principles of architecture, floor plan of house, front or side elevations. Pictures of well built buildings as to proportion and beauty studied. Surroundings. Ideas of beauty in dress.

PICTURE STUDY.

Artists—Turner, Titian, Durer, Review artists of previous grades.

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## GEOGRAPHY.

Leaders in geography teaching agree that home geography should be the first division of the subject taught, but as to the second division there is a great difference of opinion. In the words of Prof. Dodge of Columbia, the difference is clearly stated: "Some believe that home geography should spread outward from the school room in concentric waves like the waves from a stone thrown into the water, expanding from the schoolroom with the school yard, the street, the ward, the city, the county, the state, the nation, the continent, the several continents and the world. Others believe that the line of advance should be like the rays of a spider's web ever radially from the familiar home locality to the unfamiliar distance along the paths of least resistance and deepest interest, until the whole world, and the world as a whole, are related to the home region and to each individual pupil."

The writer has made several tests in the use of the two plans suggested with children beginning the study of geography, and arrives at the conclusion that the latter plan is much more satisfactory.

This year after several unsuccessful attempts were made to bring about a real interest in city and State Geography according to the first plan, the children were given geographies and requested to examine them and be ready to read to the class the most interesting parts of the book. The result was that each member of the class selected the paragraph on the different kinds of people, their ways of living, their houses their work, and the paragraphs upon wild animals.

The result was that each child wanted to know much more

about these subjects than could be answered by the information of the book. A list of questions were made out and study from that time has not ceased to be full of interest. Thus from the interest in the Children of the Cold, the Kongo boy; the Indian tribes; the Japanese and the Chinese; an Arab family; children of the Highlands and children of the Lowlands, etc., much geography of the world has been learned and a power to express in geographical terms has been gained.

Books of reference for teachers:

The new Basis of Geography, Redway—MacMillan. Special Method in Geography, McMurry—McMillan. Dodge's Geographies—Rand, McNally & Co. Redway's Geographies, Natural Series—American Book Co.

KINDERGARTEN AND GRADE 1.

In these years, geography takes the form of nature-study and stories of children in other lands, and of primitive life.

GRADES 2 AND 3.

The work in the second and third years consists of a study of:

(a) Geographic conditions in connection with the inature-study course;; attention to change of seasons, observations of the weather; the earth as the home of man.

(b) Home Geography—Direction; distance; relative position of their own homes to school building; vicinity, natural surroundings; industries of vicinity. At least one type study.

(c) Stories of children in other lands.

GRADE 4.

Peoples Races, Nations.

Study children of different races, their homes; their work; their ways of travel; their country; location; climate; great land divisions; great water divisions; distance, direction; study of the earth, form, movements; distribution of light and heat.

North America: Position—Great surface features; climate, productions, occupations.

The United States: General characteristics.

Before beginning a study of the groups of States, a careful study of the State is made. The West Virginia hills, streams; valleys are studied. After having made a simple study of North America, it is not difficult to fix the relations of the State as to position; to mountain system; to climate belts; etc. The industries of the State re-

ceive special attention. At least one type study is made. Special study of the United States and all countries of North America.

Text books introduced: Dodge's Elementary Geography; Frye's Elemenatry Geography.

GRADE 5.

The special feature of this work is:

(a) To make clear the interdependence of nations.

(b) To point out again and again the relation of occupations and manner of life to climate and physical features.

(c) One of the important aims of all geography teaching which is here emphasized is to develop the subject in such a way that the pupil will ask questions which will lead into the next topic, or so that the pupil will feel the need of the next topic.

After a review of general principles suggested in outline of Grade 4, the work will be followed as given in Dodge's Elementary Geography.

The black globe and slate wall maps are apparatus indispensable.

Text: Dodge's Elementary Geography completed.

References: Carpenter's Geographical Readers.

King's Geographical Readers.

GRADE 6.

First half year, Tarr and McMurry's North America.

The last half year, Tarr and McMurry's Europe; Carpenter's North America; Carpenter's Europe; State Geography reviewed.

GRADES 7 8.

Develop principles and show relations to each other:

Mathematical Geography; Physical Geography; Political Geography; Commercial Geography.

Text: Dodge's Advanced Geography completed.

References: Frye's Complete Geography; Reyway's Natural Series, advanced; Tarr and McMurry's Complete.

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## NATURE STUDY.

To serve and to make higher service possible leads to a deeper, richer, keener knowledge of the things about us. Nature study furnishes many opportunities for development "in learning the things

BASE BALL TEAM—1910.

most worth knowing to the end of doing the things most worth doing." Too frequently Nature Study lessons consist of talking about nature instead of a close association with nature. The fundamental principle of this course is to study nature from "Nature's Book." This is the only way in which a sympathetic attitude towards all life, a true appreciation of the beauty in common things and scientific knowledge can be gained.

The chief centers of interest are:

Life Activities of Animals and Plants.

Natural Forces. Sun, rain, snow, wind, etc.

Work with Nature. To understand, to help.

Beauties of Nature. Field, woods, sky, etc., at different seasons of the year.

The chief means are the school garden, field trips (real and imaginary), and the laboratory.

The school garden has for its immediate aims: (a) To learn how plants grow; (b) to learn how to help plants grow; (c) to learn how animals, birds, insects and worms help or hinder plants in growing; (d) to learn the value of plants.

To learn how plants grow necessitates a study of soil, moisture, light, air, heat, etc.

To learn how to help plants grow necessitates careful observation of plants under various conditions, making and keeping records of the same for future use.

To learn how animals, birds, insects and worms help or hinder plants in growing necessitates close observation and a careful study of life histories of important and troublesome insects and worms, as related to soil and plant, a study of animals and birds as friends of plants.

To learn the value of plants, necessitates a study of those used for food—the vegetables; those used for beauty—flowers, bushes, vines, trees, for beautifying unsightly places; for general improvement of yards, lawns, streets, etc.

Animals, birds, insects and plants are to be studied in their respective environments so far as possible. The work in the laboratory does not consist in dissecting and pulling to pieces insects and flowers, but the laboratory is the place to make experiments to understand natural forces as air, heat, etc. to make preparations for gardening. Seeds are germinated, plants are rooted and potted, roots are grafted, and the effects of the different conditions of moisture, light and atmosphere are carefully observed.

Books of reference for teachers:

Nature Study and Life, Hodge. Ginn & Co.
Nature Study and the Child, Scott.
Rural School Agriculutre, Davis. Orange Judd Co.
Among Country Schools, Kern. Ginn & Co.
How to Make School Gardens, Hemenway. Doubleday, Page & Co.
Soils, Fletcher. Doubleday, Page & Co.

## KINDERGARTEN AND GRADES 1, 2, 3.

The general outline for the kindergarten and the first three years is very much the same, but the work is adapted to the capacity of the class.

General Characteristics of the Seasons: tions, activities of plant and animal life in each season observed. Field trips.

Animal Life: Animal pets, their habits, their needs, their care; other animals of the farms, use, habits, needs; some familiar wild animals, squirrel, rabbit; birds, insects, tadpoles studied in their natural environment; stereopticon study of interesting wild animals; bird study.

Plant Life: Striking characteristics of common trees studied from observation during the different seasons; work in the garden, fall and spring. Dormant plant life in winter; beauty and use of plants.

Natural Forces: Sun, frost, wind, and their use; water forms, snow, and ice crystals.

## GRADES 4, 5.

General Charactedistics of the Seasons:

Animal Life: The earth worm, insects, birds and other animals related to the garden, studied from observation. Large wild animals studied from stereopticon lectures, picture, desccriptions. Bird study.

Plant Life: Gardening—fall, collecting and storing seeds and bulbs; rooting and potting plants for windows; spring, special study of soils, kinds, physical properties, origin and modes of formation; seed germination, hot bed, cold frame, work in individual garden. Records made and kept. Use of plants for food, protection, inventions. Beauty—Plants used to make surroundings more beautiful.

Natural Forces—The weather; records made and kept; weather reports and weather maps studied.

GRADES 6, 7, 8.

Elementary forestry; elementary physics; elementary botany; the farm; civic improvements. Bird study.

In addition to the garden work suggested in the outline each class in the school will be given a special problem for the year, one class will have the responsibility of a tulip bed, another, a crocus bed, another, a geranium bed, another, a bed of salvia, another a row of sweet peas; others will be given portions of the back yard to improve.

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## ARITHMETIC.

The child spontaneously begins his study of arithmetic before he enters school. He has had innumerable experiences in measuring and judging distance, area, volume, size, form, weight, force, time, and in counting objects and in seeing groups of objects. It is the plan of this outline to suggest means by which his development may continue through these various subjects of number.

There are three phases of arithmetic work considered of great importance for the kindergarten and first four grades:

(a) Experience in games and constructive activities through which the children feel the need of arithmetic.

(b) A classification of the facts learned and drills for the sake of retaining.

(c) The processes which of themselves are interesting to the children.

KINDERGARTEN AND GRADE 1.

Work with materials which involve measurement and counting; weaving; cardboard work; housebuilding; gardening; games involving counting and keeping score; drills in memorizing facts learned through these activities; multiplication tables; denominate tabes, etc.

Through counting, measuring, combining, the children compare volumes, surfaces, lengths, expressing indefinite relation as large, small, short, long, longer, longest, etc.; definite relations expressed by terms as equal, round, square, etc.

First grade pupils may be guided through the number facts contained in the Arithmetic Primer, Hall, to page 40.

GRADE 2.

The work continues as suggested in the outline for Grade 1,

constructing and experimenting, recording facts gained and developing tables

The forty-five combinations, addition facts; the ideas of the units of measure, the inch, foot, yard, dozen, pint, quart, gallon, peck, etc.; counting by twos, threes; mulitplication table to 3 times 12.

Work given as suggested in the Arithmetic Primer, Hall, to page 75; Primary Arithmetic, Bellefield and Brooks, 20 pages.

## GRADE 3.

Constructive activities and measurements of floor space, play ground, garden, etc.

Book used by class for sight work; Smith's Primary Arithmetic, to page 150.

## GRADE 4.

In the grade more time is spent in securing accuracy of statement and speed in performing the fundamental operations.

Milne's Progressive Arithmetic, Book I, is completed.

## GRADE 5.

Review of measure of lengths, surface and volume; intelligent drills in factoring; fractions, common and decimal.

Milne's Arithmetic, Book II, to page 104.

## GRADE 6.

Milne's Progressive Arithmetic, Book II, Part III.

## GRADE 7.

Milne's Standard Arithmetic.

Topics omitted.

Reference books:

Teaching of Elementary Mathematics, Smith, MacMillan.

Psychology of Number, McLellan and Dewey. Appleton.

Talks on Teaching (Chapter on Arithmetic), Parker. Kellogg.

The Elementary School and Teachers' College Record, numbers on teaching arithmetic.

## HISTORY IN GRADE.

The work in the first four years consists of stories from literature, stories of primitive peoples and biographical stories.

History and geography are closely related, are in fact bound together.

History and literature are not less closely bound together and merged into one than history and geography. Literature deepens the lessons of history.

Interspersed with pictures, maps and books to be read, the fifth year is given studies of the primitive life of the Aryan peoples, of the Hebrew peoples, of the Egyptian, Greek and Roman peoples. The studies are of stories giving ideas of the customs and manner of living. Believing that it is of far greater importance to get ideas into a child's life than to get facts, we give time to these studies, teaching the physical difficulties and benefits imposed by rivers, deserts, lakes, mountains, forests and plains, this is made clear by maps and drawings. Customs of dress, hand-work and the manner of securing a living are freely discussed. From these stories we take up the story of Columbus, bringing out the ideas of the shape and size of the earth and that this idea had been taught years before, bringing this to the point of Columbus sailing and tracing on the maps his voyages. This is followed by the discoveries of Spanish, French, English, and Dutch; this is interspersed with stories of Spanish, English, French and Dutch life, all the time making free use of pictures, maps and blackboard sketches.

The sixth year will review the early explorations, placing emphasis upon the conditions in England. A study of the Cabots in a short story. A study of Magellan, Cortez, De Soto, Coronado, Drake through story, reference books and the use of maps. Continuing by making a study of Indian life, manners and customs, developing the geographical conditions.

In the seventh year the study of the development of the Colonies, the strife with England and the development of the constitution.

The eighth year completing American history, leading to the political, social and economic conditions.

### REFERENCE BOOKS FOR TEACHERS.

Grades 1, 2, 3, 4.

Story of the American Indian, E. S. Brooks.
American Indians, Frederick Starr Jardon.

Wigwam Stories, Mary C. Judd.
Little People of the Snow, Myer.
The Frozen North, Edith Horton.
When the World was Young, E. V. Brown.
Wandering Heroes, Lillian Price.
Colonial Children (Source Reader No. 1), Hart.
Life of George Washington, Scudder.
Child Life in Many Lands, Blaisdell.
Biographical stories, Columbus, Captain John Smith, Franklin, Edison.
The Pilgrims in Their Three Homes, Wm. S. Griffis.
Brave Little Holland, W. S. Griffis.
Hans Brinker, Mary Mapes Dodge.

Grades 5, 6, 7, 8.

Graded Course in History, Kemp.
Stories of the Olden Time. Myths, legands, and historical tales.
Old Stories of the East, Baldwin.
Customs and Fashions of Old New England, Alice Morse Earle.
Child Life in Colonial Days, Alice Morse Earle.
Home Life in the Colonies, Alice Morse Earle.
From the Old World to the New, Marguerite I. Dickson.

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## FRENCH IN THE GRADES.

The Story of the English, Guerber.
The Story of the Christians and Moors of Spain.
American History as Told by Contemporaries, Hart.
Hart's Source Book.
Household History, United States, Eggleston.
Historians History of the World.

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That French is taught in the Elementary School with success, is well known. It is no longer an experiment. The work in the kindergarten and the first four years proceeds through games and songs and conversation. Little or no English is spoken during the recitation and care is taken not to teach names of things merely and stilted forms of expression, but instead, words and groups of

words and sentences connected with the child's experiences, given in such a way as to develop a habit of thinking in French.

The fourth grade begins a French Primer the last part of the year and the work continues through conversation, picture books and elementary readings through the upper grades.

French books of interest to the children:

Livre Des Enfants, Paul Bercy.
Mon Premier, Tour du Monde, Hachette.
Mon Premier, Alphabet, C. Hatchette.
Mon Historie de France, Hachette.
Mon Historie Naturelle, Hachette.
Japprends a Campter, Hachette.
Un, Deux, Trois, Hachette.

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## MUSIC.

### KINDERGARTEN.

Rote songs with attention to expression, smoothness of tone and position of body.

Games and devices for recognition and production of tone.

### GRADES 1, 2, 3.

Continue work of Kindergarten. Recognition and production of tones on scale. Some idea of different keys. Rote singing, 2 songs a month.

### GRADES 4, 5, 6, 7, 8.

Begin vocal drills and scale practice; oral and written dictation; Chart work. Intervals, meter and rhythm; Book work. Intervals, meter and rhythm, songs for one and two voices; Rote songs; Charts B and C. Educational Music Course.

Books of use to the teacher in selecting songs:

Nature Songs for Children, Knowlton—Summy. Small Songs for Small Singers, Neidlinger—Schirmer. Songs for Little Children, Books I and II, Smith—Bradley. Songs of the Child World, Books I and II, Gaynor—Church. Songs of Life and Nature, Smith —Silver, Burdette & Co.

## KINDERGARTEN.

Miss Mary J. Scott, Teacher.

Froebel started the first Kindergarten in 1840, in Germany, and twenty years later the first attempt was made in this country. But the new movement was such an innovation on the old educational systems that it had only a precarious existence up to about 1890. Since then its growth has been rapid and its influence far-reaching.

The development of the Kindergarten, in its present achievements, in its promise, and especially in its tendency to infuse its spirit into every department of learning, is recognized as the most important educational departure of the past hundred years.

The broad culture obtained by a thorough kindergarten training is coming to be valued for itself alone. There is no other field of study where young women can get so good a preparation for the varied duties of life, even when not expecting to take up the work as an avocation. It develops the best that is in them and fits them for the highest of all professions, that of motherhood.

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## KINDERGARTEN—ONE YEAR.

FIRST TERM (20 WEEKS.)

Philosophy of Kindergarten.
Froebel's Gifts.
Froebel's Occupations.
Froebel's Mother Play.
Kindergarten Games.
Programmes.

SECOND TERM (20 WEEKS.)

Songs.
Relation of the Kindergarten to the Home and Public School.
Handwork.
Observation and Practice.
Literature and Art in the Kindergarten.

*—Persons who have not completed Professional Course; also High School graduates with addition of Psychology, Child Study, Pedagogy and History of Education.

## SENIORS.

Baker, Goldie ..... Mannington
Bell, Ernest ..... Fairmont
Booher, Mary E ..... Moundsville
Brooke, Harry ..... Bridgeport
Butcher, Opal ..... Fairmont
Byard, Nellie ..... Cameron
Byer, Eunice ..... Fairmont
Chalfant, Blanche ..... Shinnston
Cobun, Dennis B ..... Fairmont
Crowl, Esta ..... Fairmont
Davis, Elizabeth N ..... Fairmont
Duncan, Martha ..... Fairmont
Erwin, Agnes B ..... Fairmont
Founds, W. G ..... Lovetree
Frazier, Mary ..... Newburg
Grimes, George ..... Fairmont
Hall, Vera ..... Davis
Hall, Verne ..... Davis
Hannah, Electa ..... Wilsonburg
Harshbarger, Jennie ..... Anderson
Jones, Oral J ..... Grafton
Kennedy, Rose ..... Fairmont
Knight, E. E ..... Jane Lew
Leaman Enfield ..... Fairmont
Lemley, Fred L ..... Burton
Little, Elsie ..... Watson
Manley, Nelle L ..... Fairmont
Martin, Leona ..... Fairmont
Matthew, N. G ..... Independence
McGarvey, Anna ..... Mannington
Merrifield, Ruth ..... Fairmont
Moon, Emily E ..... Morgantown
Morgan, Beryl ..... Fairmont
Mosteller, Fay ..... Mannington
Nuzum, Callie C ..... Bridgeport
Nuzum, Mary ..... Fairmont
Orr, Ida Agnes ..... Wallace
Parrish, Ada ..... Mannington
Powell, Mary ..... Fairmont
Rector, Lila C ..... Grafton
Richards, Mabel ..... Fairmont
Rogerson, Ethel ..... Mannington

Rowan, Alta ..... Brownwell
Rowan, Willa B..... Brownwell
Robinson, Gertrude..... Lumberport
Robinson, Grace G..... Fairmont
Russell, Katherine ..... Fairmont
Shank, Bly ..... Philippi
Stark, Lyda A..... Bridgeport
Toothman, John M..... Farmington
Toothman, Homer C..... Mannington
Vannoy, Cocoa M..... Harrisville
Van Devender, Mary..... Spencer
Wagner, Enola ..... Grafton
Wallman, Joanna..... Fairmont
Watkins, Blanche ..... Grafton

## STARRED SENIORS.

Brown, Martha ..... Fairmont
Conoway, J. L..... Barrackville
Gaskins, Ethel ..... Fairmont
Gist, Maria ..... Wellsburg
Keck, Martie ..... Amos
Kemper, Lillie ..... Freemansburg
Kidd, Effie L..... Clarksburg
Layman, Ellen ..... Fairmont
Lemley, Lena ..... Core
Manley, Perry ..... Monongah
Martin, Harriett ..... Shinnston
McCuskey, Chas. F..... McMechen
Moyers, K. A..... Cave
Nuzum Ida B..... Bridgeport
Shannon, Ida ..... West Union
Shannon, Minnie ..... West Union
Sykes, Lulu ..... New Martinsville
Richardson, Edwin ..... Shinnston
Reed, Boyd ..... Boothsville
Walters, A. E..... Clarksburg
Yost, Janie..... Fairmont

## JUNIORS.

Amos, Fay ..... Rivesville
Armentrout, C. L..... Horton
Barnes, Madge..... Fairmont

Bartlett, Clara.....Grafton
Black, Hazel .....Pine Grove
Bock, John L.....Farmington
Boggs, Lucy .....Fairmont
Brake Genevieve .....Auburn
Byer, Bessie .....Fairmont
Bruffy, Georgia.....Roanoke
Carter, Carl ..... Mt. Harmony
Clayton, Leda .....Toll Gate
Conaway, Edmund .....Board Tree
Coffindaffer, E. W.....Jane Lew
Cunningham, Susan D.....Rivesville
Edwards, Oscar .....Atwood
Elliott, Vevia .....Parkersburg
Freeman, Lola.....Grafton
Fleming, Carter .....Fairmont
Ford. John ..... Fairmont
Garner, Beulah .....Fairmont
Gould Myra ..... Farmington
Graham, Josephine .....Broomfield
Griffin, Bertha A.....Belington
Hart, Harry .....Tunnelton
Hall, Daisy .....Philippi
Hastings, Lynn ..... Cheat Haven
Hayhurst, Carl L.....Pennsboro
Holt, Hazel .....Fairmont
Hutton. Isis.....Huttonsville
Jamison, Jesse .....Fairmont
Kramer, Neva .....Reynoldsville
Kennedy, David .....Boothsville
Kline, Darrell .....Monongah
Knapp, N. A.....Fairmont
Koon, Cline .....Monongah
Lake, Beulah.....Fairmont
Lawson, Blanche ..... Bridgeport
Lawson, Carl .....Bridgeport
Layman, Walter .....Fairmont
Lee, C. B.....Palestine
Manley, Ruth .....Monongah
McCool, Katherine .....Fairmont
Morgan, Grady .....Fairmont
Morrow Reid.....Knoxville
Musgrove, Grover C.....Buners
Parker, Alice .....Fairmont

Parks, Lena G. . . . . Elkins
Phillips, George . . . . . Fairmont
Phillips, Russell . . . . . Fairmont
Queen, H. M. . . . . Buckhannon
Richmond, O. A. . . . . Silver Hill
Romine, Earl . . . . . West Milford
Romine, J. R. . . . . Lost Creek
Scott, Harry . . . . . Fairmont
Scranage, Lois . . . . . Grafton
Shaffer, Lou . . . . . Valley Furnace
Shinn, Howard. . . . . Enterprise
Smith, Dawn . . . . . Fairmont
Snider, Grace . . . . . Watson
Stewart, Nellie . . . . . Philippi
Stockdale, Chas. . . . . Burton
Straight, Georgia . . . . . Fairmont
Swisher, Julia . . . . . Fairmont
Talkington, Ada D. . . . . Fairmont
Thacker, Ethel . . . . . Fairmont
Toothman, Glenn . . . . . Beechwood
Trunick, Margaret . . . . . Clarksburg
Van Gilder, Willa. . . . . Fairmont
Van Tromp, Aleta . . . . . French Creek
Wilfong, Florence . . . . . Opekiska
Wilson, Clara. . . . . Fairmont
Wilson, Nellie G. . . . . Fairmont
Willes Etta . . . . . Shinnston
Wright, Edna . . . . . Mooresville
Wright, Lona . . . . . Mooresville

## SOPHOMORES.

Abbott, Virginia . . . . . Fairmont
Anderson, Erie . . . . . Richwood
Ayers, John W. . . . . Everson
Beer, Martha . . . . . Fairmont
Barnes, Mary . . . . . Benton's Ferry
Barnes, Virginia. . . . . Fairmont
Buckey, W. E. . . . . Beverly
Chenoweth, Christine . . . . . Fairmont
Clelland, Trixie . . . . . Catawba
Coffman, J. H. . . . . Fairmont
Conoway, Irma . . . . . Barrackville
Curry Kidwell L. . . . . Grafton

Danser, C. F. ..... Tunnelton
Dickerson, Fay W. ..... Fairmont
Donham, Mildred ..... Fairmont
Fast, Mary ..... Grafton
Fleming, Wm. ..... Monongah
Frashure, Phyllis ..... Beverly
Garrison, Willis ..... Auburn
Giles, Anise ..... Grafton
Gwynn Jesse E. ..... Little Falls
Hall, Hattie ..... Amos
Hardesty, Anna ..... Shinnston
Harper, Carra ..... Davis
Harris, Ethel ..... Fairmont
Harvey, Earl G. ..... Newburg
Hatfield Arla ..... Fairmont
Hess, Thos. E. ..... Worthington
Hildreth, Aubrey ..... Fairmont
Hite, Mary ..... Fairmont
Holle, Retta ..... St. Clara
Hustead, Leigh ..... Shinnston
Hyson, Christie ..... Bridgeport
Ice, Hershel ..... Worthington
Jones, Albert ..... Catawba
Jones, Arthur L. ..... Mannington
Jones, Laura ..... Fairmont
Keller, Florence ..... Fenwick
Kennedy, Frances ..... Boothsville
Kiddy, Lura B. ..... Sago
Kline Harvey ..... Monongah
Larew, Iva R. ..... Fairmont
Lanlis, Mary ..... Enterprise
Lanlis, Thomas ..... Enterprise
Lemley, Howard ..... Wadestown
Lemley, Stanley ..... Fairmont
Linder, Bertha ..... Fairmont
Lowe, Mabel ..... Lowe
Luesson, Carl ..... Newburg
Martin, Harry ..... Mannington
Martin, Lawrence ..... Shinnston
Matthew, W. R. ..... Independence
McCann, Stella ..... Fairmont
McKinley, Floris ..... Lost Creek
McKinney, Tillie ..... Fairmont
Moore Elva ..... New Cumberland

Moore, Laura ..... New Cumberland
McNemar, Alma ..... Farmington
Michael, Denzil ..... Fairmont
Michael, Ray ..... Watson
Moran, Mattie ..... Fairmont
Morgan, Archie G ..... Farmington
Morgan, Ora ..... Farmington
Murray, Basil ..... Farmington
Musgrove, Hattie L ..... Bunners
Murgrove, Winnie ..... Bunners
Myers, Lillian ..... Monongah
Parish Kate ..... Mannington
Prickett, Chas. R ..... Fairmont
Prickett, C. Floyd ..... Fairmont
Reese, Elsie ..... Reeses Mill
Reeves, Sarah Alta ..... Fairmont
Righter, Willa ..... Bridgeport
Rinehart,, Minnie ..... Shinnston
Sanders, Ada M ..... Hammond
Shelby, Sarah ..... Morgantown
Snider, Benj. T ..... Fairmont
Snoderly, Jay I ..... Fairmont
Storey, Ruth ..... Amos
Stout, Bruce ..... Bridgeport
Starcher Harvey G ..... Vadis
Swiger, Maybel ..... Monongah
Thacker, Asa ..... Fairmont
Thacker, Clarence ..... Fairmont
Tierney, W. J ..... Fink
Vandervort, Anna Lou ..... Fairmont
Vandiver, Anna ..... Burlington
Ward, Jessie ..... Volga
Watkins, Paul ..... Watson
Wigginton, Mary ..... Fairmont
Zoll, Dudley ..... Monongah

## FRESHMEN.

Arnett, Chas ..... Fairmont
Arnett, Harry ..... Fairmont
Atha, Clarence ..... Mannington
Bender, Lenore ..... Webster Springs
Bolyard Creed ..... Newburg
Bowman, Daisy ..... Hoult

Brown, Ovd ..... Farmington
Bunner, Marie ..... Fairmont
Burley, Robt. D. ..... Cameron
Carmichael, J. M. ..... Cameron
Conway, W. F. ..... Morgantown
Cozad, Lottie ..... Newberg
Crowl, Sadie ..... Fairmont
Davis, Ella G. ..... Fairmont
Davis, O. H. ..... Belington
Duffey, Mary Alice ..... Marcus
Fesler, Hazel ..... Watson
Fisher, Bessie ..... Weston
Flaherty, Anna ..... Monongah
Fortney Harvey ..... Worthington
Fox, Uia B. ..... Mt. Clare
Furbee, Effie ..... Watson
Furman, Willa ..... Worthington
Frances Russell G. ..... Barracksville
Gall, M. L. ..... Belington
Garrett, Arthur ..... Fairmont
Griffin, Ora E. ..... Independence
Hale, E. E. ..... Independence
Hamrick, Fred W. ..... Webster Springs
Hamrick, John ..... Webster Springs
Harr, Virgil ..... Fairmont
Harris, Fannie ..... Fairmont
Harris, Samuel ..... Fairmont
Hawkins, C. L. ..... Farmington
Hayes, Ruby ..... Monongah
Haymond F. F. ..... Kanawha Head
Henderson, Rena ..... Grafton
Hill, Anna ..... Independence
Holle, Laura E. ..... St. Clara
Irons, Vallie ..... Colfax
Jones, Oscar B. ..... Catawba
Keenan, Frances ..... Glover Gap
Kidd, Julia ..... Clarksburg
Koon, Archie ..... Fairmont
Lambert, Clara ..... Watson
Lawson, Dezzie ..... Bridgeport
Leeds, Edith ..... Fairmont
Lemley, Harry ..... Blacksville
Little, Lulu ..... Watson
McCann, Florence ..... Fairmont

McCann Maude ..... Fairmont
Martin, Glenn ..... Shinnston
Mauzy, Franklin ..... Rexrode
Menear, Lenore ..... Independence
Michael, Myrtle ..... Farmington
Millan, Opal ..... Mannington
Miller, Dessie ..... Endicott
Moran, Walter H. ..... Fairmont
Neely, Hunter ..... Middleton
Nelson, John ..... Independence
Orr, Junior ..... Monongah
Poling, Clyde ..... Moatsville
Pratt, Arlie ..... Canton
Ruckman, Anna ..... Fairmont
Shuman, Clara ..... Rivesville
Slowter Harry ..... Bridgeport
Smith, Myrtle ..... Hebron
Springer, J. B. ..... Colfax
Stephenson, Willa L. ..... Weston
Straiglis, Alta ..... Mannington
Sturm, Ira R. ..... Worthington
Summers, Virginia ..... Fairmont
Toelsington, Martin L. ..... Lima
Tetrick, Harold ..... Fairmont
Thomas, Pearl ..... Knottsville
Tuston, Clinton ..... Alvy
Vance, Mabel ..... French Creek
Van Gilder, Philip ..... Fairmont
Wade, Georgia ..... Hagans
Wotherwox Arthur ..... Fairmont
West, Laura ..... Fairmont
Whitelatch, Oscar ..... Hundred
Wilfong, Edna ..... Opekiska
Wilson, Russell J. ..... Amos
Wolfe, Grover C. ..... Mt. Clare

## UNCLASSIFIED.

Abbott, Dorsey ..... Fairmont
Allen, L. D. ..... Servia
Arnett, Ivanhoe ..... Russellville
Adams, Archie ..... Fairmont
Arnett, Lillian ..... Lowsville
Arnett, Thos R. ..... Fairmont

Arnold, Daisy ..... Captina
Ash, I. O. ..... Locke
Bainbridge Alfred ..... Fairmont
Barnes, Caroline ..... Fairmont
Barnes, Frank ..... Benton's Ferry
Bartlett, Ethel ..... Grafton
Billingslea, Georgia ..... Worthington
Bice, Bertha ..... Bridgeport
Barbarow, Fergis ..... Troy
Boggs, L. A. ..... Mouth of Seneca
Booth, Ella ..... Belington
Booth, Isabella ..... Belington
Boyles, M. P. ..... Rivesville
Bolten, Lillie ..... Belington
Bender, Lenore ..... Webster Springs
Brake, Mary ..... Auburn
Brake Linnie ..... Auburn
Brookover, Dee ..... Sincerity
Brand, Della ..... Barracksville
Brown, Davinia ..... Fairmont
Burnett, Ada ..... Farmington
Brian, Drusilla ..... New Cumberland
Bradley, Edith ..... Middleton
Brumage, Clarence ..... Fairmont
Bock, J. W. ..... Farmington
Carr, Grace ..... Loudenville
Carroll, U. A. ..... Claysville
Christie, Hyson ..... Bridgeport
Clayton, Edna ..... Fairmont
Clayton. Wm. L. ..... Toll Gate
Cooper Emma ..... Pennsboro
Conoway, Harry ..... Barrackville
Corbin, Pearl ..... Lost Creek
Campbell, Arlie ..... Mannington
Carpenter, G. M. ..... Fairmont
Calvert, Mollie ..... Schultz
Calvert, Margaret G. ..... Schultz
Canter, Edith ..... Fairmont
Clelland, O. D. ..... Farmington
Coombs, C. P. ..... Little Falls
Colebank, J. H. ..... Grafton
Conway, W F. ..... Morgantown
Conwell, Georgia ..... Barrackville
Crouch, Delilah ..... Elkwater

Curry Nora ..... Bridgeport
Curry, Madeline ..... Burnsville
Cunningham, Gail ..... Cameron
Davis, Chas. S. ..... Worthington
Davis, Pearl ..... Cameron
Davis, Goldie ..... Monongah
Dawson, Haymond ..... Lost Creek
De Moss, Inez ..... Grafton
Dragoo, Ceola ..... Fairmont
Durrett, Almonta ..... Belington
Davis, Fannie V. ..... Fairmont
Dolly, Glen ..... Mouth of Seneca
Daugherty, Susie ..... Fairmont
Eckles, Caryl ..... Fairmont
Eskey Etta ..... Sherrard
Fawley, Howard ..... Fairmont
Fesler, Hazel ..... Watson
Fisher, Bessie ..... Weston
Fleming, Roberta ..... Fairmont
Floyd, R. G. ..... Mannington
Fleming, Katherine ..... Fairmont
Freeman, Della ..... Fairmont
Fuccy, Grace ..... Weston
Furbee, Effie ..... Watson
Frantz, Nell ..... Tunnelton
Frantz, Edwin ..... Tunnelton
Gieseler, Laura ..... Sherrard
Greathouse, Laco ..... Mt. Clare
Gross W. R. ..... Richwood
Gaskill, Bertha ..... Fairmont
Gwynn, Ruby ..... Little Falls
Glover, Russell ..... Monongah
Gilooly, Clara ..... Weston
Guthrie, Ethel ..... Liverpool
Hawkins, Harvy B. ..... Worthington
Hale, Goldie ..... Watson
Hawley, Elizabeth ..... Mannington
Hardesty, Mayme ..... Shinnston
Harris, C. L. .....
Hamilton, Heiskel ..... Fairmont
Hughes, Minnie ..... Fairmont
Hartley, Frankie ..... Shinnston
Hayes John J. ..... Fairmont
Hemmings, B. D. ..... Philippi

Heenan, Genevieve ..... Clarksburg
Henderson, W. A. ..... Grafton
Holland, C. A. ..... Little Falls
Harden, Ada ..... Catawba
Hale, J. I. ..... Independence
Hale, Virgean M. ..... Independence
Hanna, Grace ..... Richwood
Hentzy, Anna ..... Fairmont
Henderson, Lora ..... Rivesville
Heck, Thos. K. ..... Fairmont
Hijenbaugh, Allie ..... Littleton
Hitchcock, Arta ..... Davis
Hill Edna ..... Fairmont
Hinegardner, Arma ..... Fairmont
Holle, Laura E. ..... St. Clara
Holle, Henry S. ..... St. Clara
Honaker, Harry ..... Monongah
Homer, Henrietta ..... Roanoke
Holt, Alvin B. ..... Grafton
Hubbs, Sophia ..... Glen Easton
Hunt, Octavia ..... Fairmont
Hughes, Charley ..... Farmington
Hughes, Minnie ..... Farmington
Hileman, Myrtle ..... Tunnelton
Hannah, Vesta ..... Sardis
Ice, Curtis ..... Farmington
Ireland P. M. ..... Pennsboro
Jack, Florence ..... Fairmont
Johnson, Cora B. ..... Mooresville
Jolliffe, Harley ..... Littleton
Kerby, J. W. ..... Lost Creek
Kemper, J. T. C. ..... Freemansburg
Kerns, Edna ..... Hornet
Kennedy, Eva ..... Burton
Kennedy, Margaret ..... Fairmont
Kendrick, Minnie ..... Watson
Kerr, Carrie ..... Roanoke
Kirby, Anna ..... Ellamove
Kirk, Fay ..... U. S. Post Office
Kidd, Mary ..... Clarksburg
Knapp Wm. ..... Endicott
Knapp, C. E. ..... Endicott
Knapp, Mary ..... Morgantown
Koon, Archie ..... Fairmont

Kuhn, Walter C. ..... Farmington
Keck, Sarah ..... Amos
Kinkaid, Hershel ..... Fairmont
Koenemund, Bertha ..... McMechen
Kyle, Lucy ..... Monongah
Kyle, Maggie ..... Monongah
Lamb, Harry B. ..... Farmington
Lee, Mayme ..... Junior
Lentz, Sara ..... Parsons
Lemley, Harry ..... Blacksville
Leeds, Edith ..... Fairmont
Lewis A. C. ..... Lost Creek
Lemasters, H. L. ..... Conoway
Le velle, Florence ..... Fairmont
Lightburn, Little ..... Jane Lew
Long, Laura ..... Parsons
Lough, Lora ..... Morgantown
Lough, Porter J. ..... Farmington
Long, Harry ..... Silver Hill
Lynn, Jean ..... Benton's Ferry
Lynn, J. E. ..... Fairmont
Marsh, Grace ..... Sherrard
Marsh, F. B. ..... Wallace
Mayfield, Sylvester ..... Morgantown
Martin A. G. ..... Shinnston
Martin, Florence ..... Shinnston
Martin, Minnie ..... Shinnston
Mateer, Mary ..... Hambleton
McCollam, Grace ..... Mill Creek
McCoombs, Margaret ..... Wheeling
McCray, Frank ..... Fairmont
McCuskey, Frank ..... McMechen
McElfresh, Viola ..... Fairmont
McKinney, Rose ..... Fairmont
McIntire, Blake ..... Worthington
McAllister, Elizabeth ..... Benton's Ferry
McKinley, Lloyd ..... Lost Creek
McKinnie, Martha ..... Proctor
McKeever Anna ..... Fairmont
Means, D. O. ..... Vadis
Michael, Grace ..... Fairmont
Miller, Archie ..... Endicott
Miller, Blanche ..... Rivesville
Miller, Effie ..... Endicott

Merrifield, Mac C. ..... Worthington
Moore, Elva ..... New Cumberland
Moore, Tocie ..... Mannington
Moran, Walter ..... Fairmont
Morris, D. C. ..... Mannington
Morris, J. F. ..... Fairmont
Morgan, Artha ..... Buckhannon
Morgan Mattie ..... Worthington
Musgrove, J. L. ..... Fairmont
McDougal, Ora ..... Fairmont
Moore, Chas. ..... Mannington
Morris, Salina ..... Hagans
Moran, Morgan ..... Catawba
Moran, Mattie ..... Fairmont
Morgan, Opal ..... Farmington
Morgan, Hugh ..... Mannington
Morgan, Pleasant ..... Alexander
Moore, Flossie E. ..... Rivesville
Moore, Arlie W. ..... Amos
Musser, C. G. ..... Clarksburg
Nestor, Gracie ..... Farmington
Nestor, Clara ..... Jane Lew
Nicholas, Russell ..... Colfax
Nose, J. E. ..... Newburg
Norris, Edna ..... Weston
O'Connor, Emmett ..... Harding
Orr Henry ..... Independence
Orr, Jessie J. ..... Monongah
Paugh, D. O. ..... Philippi
Parrack, C. A. ..... Terra Alta
Poling, Sherman F. ..... Philippi
Poling, Clyde ..... Moatsville
Poling, Lillie ..... Philippi
Frickett Erwin ..... Catawba
Pyles, Pearl ..... Silver Hill
Parsons, Loren ..... Fairmont
Powell, Minnie ..... Amos
Quinn, Thos. ..... Camden
Radcliffe, Della ..... Catawba
Reese, Ruth ..... Fairmont
Robinson, Howard L. ..... Mt. Clare
Romesburg Robt. ..... Clifton Mills
Rombach, Maimie ..... Weston
Reamer, Edna ..... Farmington

Romine, Blanche ..... Lost Creek
Rohr, Clifford ..... Vadis
Rinehart, Benton ..... Junior
Richmond, Mary B. ..... Silver Hill
Rinehart Alpheus ..... Worthington
Rinehart, Alzada ..... Worthington
Rusk, Clark ..... Mannington
Rulong, Oren E. ..... Moundsville
Ryan, Ellen L. ..... Mannington
Sapp, Andy ..... Uniontown
Satterfield, Lucy B. ..... Fairmont
Scott, Earl ..... Erbacon
Schloboim Lulu ..... Woodlands
Sheets, Josephine ..... Clarksburg
Shinn, Jennie ..... Fairmont
Shinn, Paul ..... Fairmont
Shore, Frances ..... Fairmont
Shore John ..... Monongah
Sommerville, Bertha ..... Lost Creek
Stephens, Vienna B. ..... Clarksburg
Steward, Harry ..... Fairmont
Straight, Jessie G. ..... Fairmont
Sturm, Carl ..... Enterprise
Sutter, Louise K. ..... Fairmont
Shaver, Beulah ..... Monongah
Shark, Nola ..... Harter
Shiflett, Ola ..... Mill Creek
Shriver, Clem ..... Anthem
Shaffer, Bly ..... Valley Furnace
Simons, Ruck ..... Cheat Haven
Sigley, Lloyd ..... Tunnelton
Slawter, Harry ..... Bridgeport
Smith Clete ..... Weston
Straight, Golda G. ..... Rivesville
Stewart, Blair ..... Hundred
Straight, Dalphy ..... Mannington
Sturm, Ralph ..... Enterprise
Starkey, E. C. ..... Mannington
Swiger, Nettie ..... Fairmont
Swisher, Rosa ..... Catawba
Swisher, Thelma B. ..... Fairmont
Swisher, Nettie ..... Mannington
Summers, Loren V. ..... Little Falls
Sturm, Clarence ..... Enterprise

Shafer, Mertie ..... Auvil
Shriver, Pearl ..... Liverpool
Sharp, Flossie ..... Auvil
Talkington Edna ..... Fairmont
Taylor, Mary ..... Elkins
Toothman, Gladys ..... Fairmont
Tennant, Vada ..... Burton
Tetrick, Lucia ..... Worthington
Tennant, Bessie ..... Burton
Taggart, Fred ..... Worthington
Taylor, Cliff H. ..... Pennsboro
Tetrick, John L. ..... Worthington
Tetrick, Cena Idora ..... Worthington
Thompson, Jeppa ..... Lima
Thompson, Netta ..... Lima
Toothman, Mabel ..... Farmington
Toothman, A. L. ..... Mannington
Toothman Ethyl A. ..... Rivesville
Trippett, Goldie ..... Little Falls
Tustin, Lloyd ..... Alvy
Underwood, J. H. ..... Lost Creek
Underwood, C. R. ..... Lost Creek
Vance, Dale ..... Benton's Ferry
Van Deventer, Van ..... Spencer
Villers, Bessie ..... Watson
Villers, Harry B. ..... Watson
Walls, Winnie B. ..... Pentress
Wallace, Oline C. ..... Farmington
Wade, Georgia ..... Hagans
Watkins, Rolin ..... Hoult
Wamsley, G. C. ..... Fairmont
Welch, Ruth ..... Watson
Wilson Harry ..... Amos
Walton, Arlie ..... Philippi
Wilfong Linnie ..... Fairmont
Whetzel, Lela ..... Roanoke
White, Lillie A. ..... Volga
Wilson, Ocea ..... Harrisville
Wilson, C. B. ..... Mannington
Wright, Albert ..... Clarksburg
Yates, Donald ..... Fairmont
Zoll, Alexander ..... Monongah
Zeek, Miriam B ..... Fairmont

## ENROLLMENT OF CHILDREN IN THE TRAINING SCHOOL.

### Grades 1, 2, 3, 4.

Abbott, Kenenth
Coalbank, Edwin
Cunningham, Grace
Connelby, Joseph
DeHainant, Marcelle
DeHainant, Germaine
Danner, Fred
Fleming Joseph
Haas, Joe
Haas, Marjorie
Hurst, Mary
Jones, Carter
Layman William
McDaniel, Georgie
Poole, Helen
Parsons, Joe
Smoot, Bethia
Smith, Harriet
Yager, Eugene
Yager, Vera

### Grades 5, 6, 7 8.

Basnett, Danie
Benton, Gertrude
Bolton, Rose
Beer, Lottie
Coalbank, Harry
Dowdon, Florence
Evans, Dawson
Francis Russell
Francis, Vera
Fitzhugh, Virgil
Gaston, George
Hartman, Edith
Hamilton, Herbert
Iducki, Isabelle
Koon, Jessie
Leonard, Waldron
Mason, Eva
Meideck, Joseph
Neely, Roy
Majorone, Charles
Stillings, Marie
Williams Mabelle

### The Country School.

Bennett, Elsie
Castello, Divina
Conelie, John
Conaway, Oscar
Connell, Anna
Di Prospera, Donimie
Davis, Robert
Fox, Raiph
Fuci, Frank
Fleming, Bonnie
Giles, Dorothea
Gaskins, Guy
Gaskins Von
Gandy, Stewart
Hayhurst, Olga
Hayhurst, Wanda
James, Albert
King, Pearl
King, Nettie
Kearnes, Paul
Iing, Antore
Leon, James
Meredith, Inza
Mort, John
Pellegrine, Patsy
Rogers, Ethel

Rogers, Everette
Salviate Leo
Salviate, Raymond
Salviate, Nicholas
Shaver, Chester
Shafer, Clavis
Snider, Harold
Snider, Annie
Stillings, Charles
Thompson, Donald
Thompson, Paul
Turkovish, Dave
Watkins, Harry
Weeks, Harry
Watson, Guy
Williams, Stephen.

STUDENTS IN MUSIC DEPARTMENT.

| | |
|---|---|
| Students enrolled in school | 140 |
| Students not enrolled in school | 8 |

SUMMARY.

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|---|---|
| Students in Music Department | 148 |
| Students in Physical Culture | 60 |
| Pupils in Training School | 85 |
| Students in Summer School '09 | 94 |

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|---|---|
| Seniors | 57 |
| Starred Seniors | 20 |
| Juniors | 76 |
| Sophomore | 90 |
| Freshmen and Unclassified | 390 |
| Total different regularly enrolled students including Summer Term '09 | 633 |

DATE DUE